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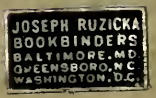
RALEIGH, N. C.



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SERIES 27 NOVEMBER 1933-JANUARY 1934 NOS. 1 AND 2

Meredith College

QUARTERLY BULLETIN
1933-1934

THE MEREDITH FOUNDATION
ROBERT N. SIMMS

Published by Meredith College in November, January, March, and June

Entered as second class matter, January 17, 1910, at the postoffice at Raleigh, N. C., under the act of July 16, 1894

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MEREDITH COLLEGE

THE MEREDITH FOUNDATION

Founders' Day Address, Meredith College, February 2, 1934

ROBERT N. SIMMS
Chairman of the Executive Committee of the Board of Trustees

We all have what we call our favorite newspaper. I might mention a number that some of us would agree are our favorites, but I believe there is one upon which we all might agree as our favorite newspaper, and that is *The Twig*. It is a splendid college journal. It has an excellent staff of editors and reporters, and I think it is a real credit to Meredith College.

Some days ago I saw a front page article in that journal dealing with Meredith College Founders' Day. The writer called attention to the fact that the occasion was intended to commemorate the founding of the College and commented that a large part of the student body probably knew very little about the founders and the early history of the College. The article then proceeded to deal most interestingly and capably with some of the College history and some of its founders.

I thought it well to follow the implied suggestion of the paper and have my remarks on this occasion deal with the foundation of the College.

FOUNDATION PRINCIPLES

Founders' Day was intended not merely to commemorate the lives and virtues of those persons who founded the institution but also to commemorate and keep vividly before the recurring classes and generations some of the fundamental principles connected with the founding of the institution. The constitution of North Carolina declares in Section 29 of Article I that "A frequent recurrence to fundamental principles is absolutely necessary to preserve the blessings of liberty." The truth here

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enunciated applies not only to the blessings of liberty and to the State itself and the form of our government, but to all of our great institutions of life.

It is important therefore that we give consideration to the fundamental purposes underlying the founding of this College. It is my purpose to speak not so much of its founders as of its foundation.

The foundation of the institution is of course the *basis upon which it was builded and by which it is supported and sustained.* What is that foundation?

Purpose and Usefulness

Let us think first of its foundation *in purpose and usefulness.*

Our fathers felt that there was a tremendous need in North Carolina for a school for women that would serve at least four useful purposes in their lives. I believe I can mention the four cardinal purposes that they had in mind and to which this institution has throughout its history remained true and which those of us who love it trust will guide its course through the coming years.

Learning

First I would mention *learning.* Learning is defined by the *Standard Dictionary* as "knowledge obtained by study or from instruction, especially in a high degree." This relates primarily to the information and knowledge that is to be gained from the study of books. Learning is a great acquisition. It is next to wisdom itself, and we have been admonished by the wise men of old "With all thy getting, get wisdom." A man or a woman is greatly handicapped and crippled in life without an adequate store of real learning.

Our forfeathers realized this truth in respect to men a long time before they did with respect to women. They established Wake Forest College over sixty years before they established Meredith College. Thomas Meredith and the pioneers who proclaimed to the Baptists of North Carolina the need for an educated womanhood were like prophets' voices crying in the wilderness. But from the time that these prophetic and dis-

cerning souls took up the cudgels for the cause, there continued to grow among our people a sentiment to the effect that the Baptist girls of North Carolina should have an equal educational opportunity with their brothers and that the Baptists of this State should provide a school that would furnish a curriculum for young women that was at least as high as that furnished at the college for boys at Wake Forest. Finally when the time came in 1889, that the Baptist State Convention was willing to go upon record for the establishment of a college for girls, the purpose was generally declared that the institution so to be established was to be one dedicated to learning that should be as high as that furnished at Wake Forest College, which at that time had established for itself a reputation for true and high scholarship throughout the length and breadth of the land.

From the day that the doors of this College were opened, when it was known as the Baptist Female University, those who had its destiny in charge have been determined that the institution should rank with the best in the grade of scholarship that it encouraged and offered. The very name that it took sounded very pretentious. It declared itself in its infancy and for many years thereafter to be a university. This name seemed ridiculous to some people, but it was an expression of the pledge and resolve that the founders of this institution had in their hearts to dedicate it to real learning and high scholarship. When the first effort was made to change the name, those who directed its destiny consented to change it in part but refused to give up the word *University,* and so called it The Baptist University for Women. It was years after that before the effort to change the name further was successful; and it was only done and the name changed to Meredith College after the institution had so thoroughly aligned itself with colleges of high rank, and it was so thoroughly recognized as an institution of the highest standards, that it was felt it could take the name of a college without seeming to take a backward step.

From the beginning the faculty of this institution has had the highest ideals for the quality of learning that it would impart and for the grade of its scholarship. Its faculty has ever

been made up of men and women of the finest attainments and ideals and they deserve the highest credit for the fact that the institution in 1921, as one of the first colleges for women in North Carolina, was admitted into the Southern Association of standard colleges of the first rank. The requirements fixed by this and other standardizing agencies have been so high for A-1 institutions like this that it has sometimes been a struggle for us to adhere to these requirements, but there has been no member of the faculty and no member of the Board of Trustees who was willing to consider for one moment relaxing our standards, and we indulge the confident hope that through the unnumbered years to come, Meredith College will remain among the ranks of the standard A-1 colleges of this country.

Since 1924 the institution has also been recognized by the American Association of University Women and its graduates have been entitled to entrance into the ranks of that association.

Since 1928 the College has also been a member of the Association of American Universities.

I think we may say therefore that one of the fundamental purposes of this College and one of the piers in its foundation was and is that it should furnish real learning.

Culture

But learning is not sufficient equipment for life, and our fathers, I am sure, had in mind as another pier in the foundation of this institution, *culture*.

Webster defines culture as being "enlightenment and discipline acquired by mental and moral training." I do not care so much for that definition. It is too near akin to the definition and meaning of learning. He gives another definition as "refinement in manners and tastes." That is better and comes nearer to what we have in mind. I would suggest that culture is the enrichment of life in beauty and grace and in the appreciation of that which is the best. It is a wonderful, almost indefinable quality. It is that which cannot be gotten exclusively from books, if indeed it can be gotten most largely there. I am disposed to think that this quality is gained more largely from the instructor than

it is from the books. It is this fact that makes it so important that the teacher shall be great in life and personality. In fact, there can be no great teacher without great personality, great and engaging charm, great richness of life in beauty and grace as well as learning,—great culture, if you please.

Culture is a matter of growth, not something that is brushed on. It is a matter of development. It is not varnish or gloss. It is refinement which permeates the being.

We sometimes have very considerable discussions about cultural courses in education. There are those who would contend that no course of instruction is cultural unless it belongs among the old classical subjects of study, and the more classical the better. There is widely prevalent among the people a great revolt against this idea when carried to the extreme. There is a very widespread demand that education shall be made less classical and more practical. Doubtless there are some people who are extremists on this subject, but we cannot be blind to the fact that they are making themselves felt. They think that those who differ with them are extremists in the other direction. Perhaps in this matter, as in most matters of life, there is a golden mean which lies somewhere between the two extremes.

Meredith College has been fortunate in that through the years she has held steadfastly to her purpose to furnish true and real culture of the highest quality, but nevertheless she has been able to show proper consideration to those who have desired to liberalize the courses of study in the curriculum. She has not been willing to be the first by whom the new is tried, nor has she been willing to be the last to lay the old aside. It is highly probable that her safest course for the future lies along this same path. Doubtless she will recognize that there are many of the more modern studies that enter into the sphere of the practical and useful things of life, which, while they are not classical, are nevertheless possessed of the finest cultural qualities and are calculated to evoke the finest that there is in womanhood and to equip a woman to enter in the most capable way into the duties of life in the home and in the church and in the civic community, giving her understanding and apprecia-

tion and practical knowledge which will equip her for the highest and finest leadership. Surely such things as make a woman useful and at the same time adorn and beautify and lend grace and charm to her life are truly cultural, whether classical or not. There are modern arts that are truly cultural that were not available for the study of Roman freemen. In our devotion to the liberal arts it behooves us not to lose the virtue of being properly liberal ourselves.

We may be very sure, however, that this institution remains and will remain true to the basic principle for which it was founded, that it will furnish real and true culture of the highest quality and that it will let no student emerge from its walls bearing its credentials of graduation without having studied those strictly cultural subjects which will qualify her to take equal rank in culture with women coming from the other highest institutions of learning anywhere in this land.

Christianity

There is another pier in the foundation of this institution which its founders had prominently in their hearts and which we have kept before us through the years and which must be maintained as one of the basic principles upon which the institution is builded and rests, and tht is the *propagation of Christianity.*

I do not say religion. That might mean any one of too many things. I do not say denominationalism. That would be too narrow. Fostering denominationalism is not the foundation purpose here under consideration, though it is not to be felt that the propagation of our denominational principles and purposes is a belittling process for this or any other institution. Indeed, one of the fundamental purposes of this institution was better to qualify our young women for leadership in our denominational work. We are not apologetic about our denominationalism. We realize that the denominations are the organizations of Christian believers into groups of differing views, and we realize that practically all of the extension of Christianity toward the ends

of the earth has been made possible and accomplished through organized denominational work. We believe supremely in our own denomination, and we believe that this purpose of the fathers and of our own generation, that this institution shall be useful in the upbuilding and furthering of our own denomination's operations, is not below the highest purposes. However, the institution is dedicated to the propagation of Christianity. It is not narrow or sectarian in the unworthy sense, though it is most truly denominational. It has always been our privilege and delight to have in our student body many young women who belong to other Christian denominations. We have a large number here at this time. We are happy to have them. We feel sure that they, along with all others who know this institution, full well know that Meredith College is wholeheartedly devoted to the inculcation and propagation of Christianity as one of its very fundamental purposes.

Christianity is defined as "the doctrines and teachings of Jesus Christ." It is also defined as "the state of living in conformity with the teachings of Jesus Christ." I believe I shall make bold to suggest a further definition, that it is the religion of one whose profession and life conform with the teachings and example of Jesus Christ.

Jesus spoke as never man spoke. He taught as never man taught. He lived as never man lived. He was as truly God as if he were not man, while at the same time he was as truly man as if he were not God. He brought into the world the finest and most beautiful qualities that we possess. With the passing years his principles and his teachings have larger and larger influence over the hearts and lives of men. Verily his kingdom shall yet encompass the earth and at his name every knee shall bow and every tongue shall confess that he is the Lord, to the glory of God the Father. Surely it is a crowning glory of this institution that it has been from the beginning and is now and ever shall be dedicated loyally, faithfully and whole-heartedly to the cause of Jesus Christ.

Service

Our fathers, I am satisfied, had a fourth thing in mind as they thought of this institution and of its purpose, and their followers have kept this in mind through the years as one of the cardinal purposes of this institution; that is *service.*

In these latter days, unfortunately, this fine and glorious word has become somewhat hackneyed, but the virtue of which it is the name has not and never will become hackneyed. It is that without which the world cannot endure as far as human life is concerned.

This is the putting into usefulness of the things which have been learned and acquired.

A person may be very learned and very cultured and may have truly professed Christianity, and yet be relatively useless in the world; and if an institution turned out people who simply possessed the qualities of learning and culture, and even Christianity, but were not personally useful in their communities and to the world, the institution would not justify its life.

The *raison d'etre,* as the Frenchman would say, the reason for existence, the justification of life, depends upon service.

Meredith College does not seek simply to send forth women who are learned and cultured, but it desires to send out into the great field of life educated, cultured, Christian women who will be vital forces in the communities in which they live, whose lives will be dedicated in high and holy ways to the service of God and humanity; women who in the home will serve the highest and best interests of the home; women who in the church will serve in humble and holy and devoted and highly capable ways; women who in the schools will serve in leading the lives of the young out into learning and usefulness and goodness and greatness; women who in their civic communities will serve in helping forward all that is good and noble and high and true, and in crushing out all that is evil and wrong.

Moreover, Meredith College realizes that we are in a day of enlarged opportunity and demands upon womanhood, and that we are but in the beginning of a time in which woman's op-

portunity and responsibility will be yet larger still. Meredith College, I am sure, feels the utmost dedication to the purpose of sending forth women trained and consecrated to service of the highest quality in behalf of God and humanity.

Resources

Thus far I have spoken of the foundation of Meredith College in purpose and usefulness. Let me now call your attention to its foundation in resources. These are of two kinds in their nature. Some are tangible, others are intangible.

Tangibles

In thinking of the tangible resources of the College, of course we would think of what is ordinarily but in a limited sense called its endowment. This embraces moneys and properties which have been contributed to the College to be permanently held in trust to apply their incomes to the purposes of the institution. The endowment of the College amounts to about a half million dollars. Of course some of its securities would suffer a reduction in value if they had to be immediately liquidated. This has been true of all investments during these last four years of terrible depression. But it is not necessary that this be done in a great majority of cases, and we may feel that the endowment of the institution is safe and will not be sacrificed. It is guarded and administered by men of the highest ability and integrity. It needs to be enlarged, and we should hope and pray that the time will come when instead of having only a half million dollars of money endowment we shall have several million dollars that will at a safe rate of income provide revenues that will enable us to reduce the charges of this institution without sacrificing the quality of service offered. We are furnishing the facilities of the College to its patrons at the lowest possible price, and ever have done so. Indeed, we have frequently charged less than cost. We have been able to do this only by reason of the fact that we did have some income from endowment.

It is impossible for any institution to furnish what Meredith College furnishes at a lower charge than Meredith requires, un-

less the institution be very highly endowed, or unless it be supported and maintained by public taxes. It now appears that the people of North Carolina, unless they change their present feeling, will not through many years longer burden themselves with the taxes necessary to raise great sums for education above the rank of the high school and the junior college, and that revenues for institutions furnishing curricula higher than these will be cut down until such institutions can serve only student bodies reduced far below the numbers now in attendance upon state institutions. The coming of that time will make the denominational institutions of highest curricula of even greater importance than they have been heretofore.

Another tangible part of the foundation of Meredith is of course the physical properties of the institution. The buildings that we now have, represent an invested value of nearly two million dollars. Our so-called permanent buildings are not surpassed by those of any institution anywhere. We have four buildings that are of frame construction and were intended for temporary use only. Because of changed conditions that have arisen since our building operations were in progress, it has been necessary to continue the use of these temporary buildings for a longer period than was at first contemplated. The best interests of the institution highly demand that as soon as possible we shall have other permanent suitable structures affording us the needed class rooms and a large and suitably equipped auditorium and a gymnasium and a swimming pool. We also need residences for instructors. Let us hope and pray that God's good time for us to have these buildings shall be early in its coming.

Intangible Resources

But Meredith College not only has tangible resources. It also has great and immeasurable resources and endowment that are intangible in their nature but very real.

Human Affection

I would mention human affection. I think of the love that the people have had and do have for this institution. I think

of the pioneers who founded it, yes and even of those who were not privileged to have part in its founding, but who by prophetic vision foresaw the coming of its day. And I think of those men and women who during the years of its life have given of their best to the building of this institution. Many of them have gone on to the better land, but truly their works do follow after them. I think of the men and the women who have been the trustees of this institution, a good and godly band of folks who have given of themselves and of their time and of their resources without stint or measure. I think of the men before my membership on the Board, of those who had charge of the very erection of the buildings down on the old site in the heart of Raleigh. I was a schoolboy then, but my father was Chairman of the Executive Committee of the Board of Trustees. We lived within two blocks of the site of the institution. Naturally I knew much about its building. I think of the men who have served upon the Board during about thirty years throughout which I have been a member. Surely it would not be thought a disparagement of any if I should mention John E. Ray, Needham B. Broughton, Cary J. Hunter, Wesley N. Jones, Livingston Johnston, all great and godly men, of wonderful lives and character and devotion. And there are many more among those who have passed on. I think of Dr. Watkins, and Dr. Lumpkin in recent years, both fine and faithful. I think also of those fine men and women who now constitute the Board of Trustees. They have served and are serving well their day and generation according to the will of God.

I think of O. L. Stringfield who canvassed the state for gifts and girls in its early years. He loved the College with a consuming affection and he accomplished for it what possibly no one else could have done. He sent it students in overflowing numbers and gave it such a place in the hearts of the people as it covets for all time.

I think of the love that has been bestowed upon this institution by its presidents and the members of its faculty. They have all served without adequate remuneration, and they have given of their lives unstintedly. I think of Dr. R. T. Vann, one

of the choicest spirits that it has been the privilege of any of us to know. I think of his wonderful talents and ability, of his fertile and resourceful mind, of his poetic soul. I think of his courage and perseverance. I think of his heroism under difficulties and handicaps. I think of his devotion to this institution through fifteen long years, and the fine and glorious success that God gave to his administration. I think of him now in his old age and of the marvelous preservation of his powers. I invoke Heaven's richest benedictions upon him, and join you in the prayer that he may have ever the consciousness of the devoted love of the men and women of North Carolina to whom his life and service have been a benediction.

I think of the present president of this institution, who has presided over its affairs since 1915. It seems that one who has been so long president would be an old man, but he is marvelous in that respect. He belonged to the faculty of Wake Forest College and was head of a department when I entered it as a freshman, and I thought he was then a man in middle life. But today he seems still to be a young man, filled with all the fervor and ability and courage and tact and caution and progressiveness and devotion and energy that one would expect of any man when his powers are in their prime. I am sure that none of us would be able adequately to express the debt that this College and our denomination and all of North Carolina owe to this man for his long and devoted service as President of this institution.

I think of the alumnae of this college, that great company of elect women who are scattered all over the earth, and yet whose heart-chords are tied to this sacred spot where we meet today. I think of the love with which they think of this institution. I think of the yearning of their hearts that their daughters may graduate here. I think of their devoted love and their gifts of money, time and service and prayers. I think of their high ideals for the institution. I have gladness in proclaiming that the love of this great body of good women is one of the most valuable, if not the most valuable, resource that Meredith College has today.

Favor of God

No, that statement must be qualified, for surely when we take inventory of the assets, the resources, the endowment, the intangible properties of this institution we must make mention without fail and above all of the manifest favor of Almighty God. The institution has enjoyed this from its beginning. Yea, even before it was born, the love of God was moving upon the hearts of men and women in North Carolina, even as his spirit brooded over the waters before the creation of the world; and it was because of his direction and under his guidance that this institution came into being. From the day of the first determination to build this college until now, his favor upon it has been its greatest resource and its crowning benediction. We would render unto him humbly but gratefully our sincere and profound thanks for his guidance which has brought us through years of difficulty and is the great and abiding bulwark of this institution now.

Its Construction

While I was thinking the other day about the foundation of Meredith College, my thoughts somehow turned to concrete construction. I had been thinking of our buildings, of how our permanent buildings here and made of reinforced concrete. I wondered if many of you students know the method of such construction. Concrete, you may know, is composed of several substances. One is called the large aggregate, which is crushed stone or gravel. Another is the small aggregate, which is sand; and the third is cement. These three materials are mixed in proper proportions and then water is added. When this compound hardens it becomes concrete. Concrete buildings have reinforced bars of steel running all through the concrete. I thought that we might liken the large aggregate to the large gifts that were made toward the endowment of this institution, and in this connection we would of course think of Judge Faircloth, Ex-Chief Justice of North Carolina, who contributed the funds from which the old Faircloth Hall was builded. We think also of Mrs. Virginia Swepson, who remembered the College very substantially

in her will. We think also of Mr. B. N. Duke, who made large donations to our endowment. We think also of the General Education Board of New York, which on several occasions matched in certain proportion the gifts of our people for the benefit of the College.

I think we might liken the small aggregate in concrete to the small gifts of our people that have gone into our endowment and into the funds to pay for the construction of our buildings and the purchase of our grounds. We are reminded from time to time that there is an indebtedness upon our denomination growing out of the fact that it issued bonds and sold them to raise the money to construct those buildings. Our people have been from year to year, and are now, contributing funds through the co-operative program to retire these bonds. May I suggest to you and to our people everywhere that when they are contributing the money for this purpose they are not simply providing money to pay debt, but they are contributing their small means toward the erection of Meredith College. They are furnishing the many small sums that go to make up a great sum which has made possible the erection of these College buildings. Every one of our good people really would like to have a part in building this College; and this method is practically the only means whereby they might have such opportunity. The bonds were merely a means of borrowing money for immediate use until our people could have opportunity to contribute it in many small sums.

To what shall I liken the cement? It seems to me that this is love. The large gifts and the small gifts would never blend unless they were mixed with love.

To what shall I liken the water? I think this must be the prayers of the people. The large gifts and the small gifts and the love all might have remained inert if there had not come the prayers of the people of North Carolina which have brought these various substances together and wrought them together and caused them to be combined and consolidated into this institution.

But we have not yet likened the reinforcing steel bars to anything. What shall it be? I think this must be the undergirding of God. I think these must be likened to His everlasting arms

which reach around and through the structure and bind it together and make it one enduring whole.

Its Permanence

But what of *the permanence of the foundation of Meredith?* Surely this College was not born to die. We have been thinking of concrete construction as we thought about it, and that is supposed to be the most enduring form of construction that we have. But I verily believe that it is not so enduring as is the foundation of Meredith College. Surely this must be eternal. Surely it must have been builded to endure until the end of time.

I have a vision for Meredith College. I see for it in the future other buildings requisite to its needs. I see those fine and suitable structures which will provide us with the needed classrooms and with a great and properly equipped auditorium, with a gymnasium, a swimming pool, and residences for our instructors. I see our grounds greatly enlarged and beautified. I see us with more land to the west better to safeguard our possessions upon that side. I see a beautiful paved drive leading from the highway to our Administration Building. I see an amphitheater in the natural location which the Creator formed for the purpose. I see beautiful plantings upon our grounds. I see a larger and properly paid faculty. I see a student body numbering hundreds more. I see our endowment enlarged until our charges can be reduced to the minimum. I see every Baptist home in North Carolina bound to this institution inalienably by a mother who has attended it or wishes she had, and whose daughters will attend it or wish to do so. I see a great company of elect women passing into its portals for high and holy training, and, after receiving it, passing out into the world to bless it in God's name even to its remotest bounds, helping everywhere the on-going of His Kingdom on earth, and hastening His glorious coming again; and please God we would like for the dear old College to endure until the consummation of that crowning event. So may it be.

HONOR ROLL

First Honor

Elizabeth Austin, Evelyn King Barker, Ruby McKay Barrett, Nina Binder, Katherine O'Brian Blalock, Ann Bradsher, Catherine Canady, Henrietta Castlebury, Margaret Caudle, Elizabeth Coppedge, Evelyn Crutchfield, Mary Florence Cummings, Elizabeth Davidson, Hester Denslow, Dorothy Dockery, Eleanor Edwards, Annie Elkins, Mamie Lou Forney, Alice Marion Goodman, Arabella Gore, Frances Gray, Annabel Hollowell, M. Stewart Howard, Meredith Johnson, Margaret Kramer, Grace Lawrence, Elizabeth Denmark Lee, Elizabeth LeGrand, Martha Messenger, Mildred Elizabeth Moore, Isabel Robeson Morgan, Hattie Mullis, Reba Parker, Edna Lee Pegram, Pauline Perry, Dorothy Phillips, Florence Pittman, Frances Pittman, Inez Poe, Annie Vee Powell, Pearl Robertson, Norma Rose, Eleanor Rozar, Katy Sams, Mary Helen Sears, Katherine Shuford, Jean Simpson, Susan Emma Sloan, Miriam Tatem, Louise Thomas, Margaret Tilghman, Sarah Elizabeth Vernon, Nancy Blair Viccellio, Mary Cathren Walters, Carolyn Lamar Wray.

Second Honor

Evelyn Arey, Sarah Cornelia Atkins, Flora Kate Bethea, Sue Hodson Brewer, Alice Bryan, Margaret Bullard, Mary Candys Chandler, Louise Correll, Bee Cotner, Mary Atkinson Creath, Katherine Davis, Margaret Shilds Everett, Catherine Farris, Estelle Farris, Faith Hite, Louise Hocutt, Lena Honeycutt, Emily Hoye, Rachel Leonard, Mary McLean, Mae Marshburn, Louise Martin, Lura Vance Matthews, Helen Ritchie Morton, Grace Virginia Robbins, Dixie Sorrell, Josephine Turner.

POINTS

No. of Classes per week	*Points for first honor*	*Points for second honor*
12	27	22
13	29	24
14	31	26
15	33	28
16	35	30
17	37	32
18	40	34

GRADES

A gives 3 points per semester hour of credit
B gives 2 points per semester hour of credit
C gives 1 point per semester hour of credit
D gives 0 point per semester hour of credit
E gives —1 point per semester hour of credit
F gives —2 points per semester hour of credit

SERIES 27 MARCH, 1934 No. 3

MEREDITH COLLEGE

RALEIGH, N. C.

QUARTERLY BULLETIN

THIRTY-FIFTH CATALOGUE NUMBER
ANNOUNCEMENTS FOR 1934-1935

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Entered as second-class matter, January 13, 1908, at the postoffice at Raleigh, N. C.,
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1934

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Calendar for the Year 1934-1935

Sept. 11.	Tuesday	9:00 a.m. Matriculation and Registration of new students. Examinations for making up conditions of last semester.
Sept. 12.	Wednesday	9:00 to 3:00. Matriculation and Registration of former students. 8:30 p.m. Formal opening.
Sept. 13.	Thursday	8:30. LECTURES and CLASS WORK begin.
Nov. 23.		Applications and schedules of students who are to take examinations for making up conditions are to be filed in the Dean's office.
Nov. 29.	Thursday	THANKSGIVING DAY, a holiday.
*Dec. 19.	Wednesday noon	CHRISTMAS VACATION begins.
Jan. 2.	Wednesday 1:45	CHRISTMAS VACATION ends.
Jan. 5-15.		Students may submit to the Dean their schedules of work for the second semester.
Jan. 16-22.		FIRST SEMESTER examinations.
Jan. 23.	Wednesday	MATRICULATION and REGISTRATION of all students for the second semester. 10:00-1:00.
Jan. 24.	Thursday	LECTURES and CLASS WORK of second semester begin.
Feb. 1.	Friday	FOUNDERS' DAY.
*Apr. 18.	Thursday noon	SPRING VACATION begins.
Apr. 23.	Tuesday 1:45	SPRING VACATION ends.
Apr. 25-30.		Applications and schedules of students who are to take examinations for making up conditions of the first semester are to be filed in the Dean's office.
May 10-17.		Students may submit to the Dean their schedules of work for 1935-1936.
May 18-24.		SECOND SEMESTER examinations.
May 27.	Monday	COMMENCEMENT.

* On the day immediately preceding holidays the classes of the first four periods will meet, beginning at 8:00 and ending at 12:00.

Board of Trustees

Joseph Rufus Hunter, *President*	Raleigh
Foy Johnson Farmer, *Vice President*	Raleigh
Joseph Dozier Boushall, *Secretary*	Raleigh
Robert Nirwana Simms, *Attorney*	Raleigh
Fuller B. Hamrick, *Treasurer*	Raleigh

Terms Expire 1934

Ruby McKay Barrett	Laurinburg
Joseph Dozier Boushall	Raleigh
Margaret Shields Everett	Greenville
Edwin McKee Goodwin	Morganton
Joseph Rufus Hunter	Raleigh
Mrs. F. D. Lethco	Charlotte

Terms Expire 1935

Thomas Arrington Avera	Rocky Mount
John Thomas Johnson Battle	Greensboro
William Rufus Bradshaw	Morganton
Maude Davis Bunn	Raleigh
Oscar Creech	Ahoskie
William Louis Poteat	Wake Forest
Walter Herbert Weatherspoon	Raleigh

Terms Expire 1936

Zebulon Marvin Caveness	Raleigh
Foy Johnson Farmer	Raleigh
Anna Kitchin Josey	Scotland Neck
James Yadkin Joyner	Raleigh
*George Thomas Lumpkin	Winston-Salem
Daniel Harris Penton	Wilmington

Terms Expire 1937

William Andrews Ayers	Forest City
Everett Johnson Britt	Lumberton
William Oscar Riddick	Azalea
Robert Henry Riggsbee	Durham
Robert Nirwana Simms	Raleigh
William Atha Thomas	Statesville

*Died January 24, 1934.

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Foy Johnson Farmer
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Walter Herbert Weatherspoon

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Maude Davis Bunn
Zebulon Marvin Caveness
Charles Edward Brewer
Fuller Broughton Hambrick

Budget Committee

Charles Edward Brewer
Foy Johnson Farmer
James Yadkin Joyner

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John Thomas Johnson Battle
Daniel Harris Penton
William Oscar Riddick

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Wake Forest College, A.B.; Student, University of Tennessee
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Bucknell University, A.B.; Drexel Institute Library School
LIBRARIAN

HAZEL BAITY, A.B.
Meredith College, A.B.; University of North Carolina, A.B. in L.S.
ASSISTANT LIBRARIAN

MAE FRANCES GRIMMER
Meredith College Diploma in Music
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North Carolina College for Women, A.B.
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LATTIE RHODES
Coker College
SECRETARY TO THE PRESIDENT

ANNE McCANLESS

SECRETARY TO THE BURSAR

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Hillman College, B.S.; Graduate of School of Home Economics and Dietetics of Battle Creek Sanitarium

DIETITIAN

ANNIE LEE WHITE

HOUSE DIRECTOR

NORA KELLY, R.N.

South Mississippi Infirmary

NURSE

ANNIE KEITH, A.B.

Meredith College, A.B.

DINING-ROOM HOSTESS

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Woman's Medical College of the New York Infirmary

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Furman University, A.B.; Harvard University, A.M.; Newton Theological Institute, B.D.; Southern Baptist Theological Seminary, Th.D.; Student University of Chicago

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Colgate University, A.B.; University of Chicago, A.M.

PROFESSOR OF PHYSICS

ERNEST F. CANADAY, A.B., A.M.

William Jewell College, A.B.; University of Missouri, A.M.

PROFESSOR OF MATHEMATICS

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Princeton University, A.B., A.M.

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BUNYAN YATES TYNER, A.B., A.M.

Wake Forest College, A.B.; Columbia University, A.M.; Graduate Student Teachers College, George Peabody College for Teachers

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University of Chicago, Ph.B.; Cornell University, A.M., Ph.D.; Student Harvard University; Oxford, England; Alliance Francaise, Paris

ASSOCIATE PROFESSOR OF MODERN LANGUAGES

JENNIE M. HANYEN, B.S., A.M.

Columbia University, B.S., A.M.

ASSOCIATE PROFESSOR OF HOME ECONOMICS

NETTIE SOUTHWORTH HERNDON, A.B., A.M.

West Virginia University, A.B., A.M.; Graduate Student, University of Chicago

ASSISTANT PROFESSOR OF HISTORY

LILLIAN PARKER WALLACE, A.B., M.S.

University of Denver, A.B.; North Carolina State College, M.S.; Graduate Student University of North Carolina

ASSISTANT PROFESSOR OF HISTORY

FLORENCE MARIAN HOAGLAND, A.B., A.M., PH.D.

Cornell University, A.B.; Columbia University, A.M.; Cornell University, Ph.D.

ASSISTANT PROFESSOR OF PSYCHOLOGY AND PHILOSOPHY

ISAAC MORTON MERCER, A.M., TH.M., D.D.

University of Richmond, A.M.; Southern Baptist Theological Seminary, Th.M.; Student University of Leipzig; University of Richmond, D.D.

ASSISTANT PROFESSOR OF RELIGION

MARY JAMES SPRUILL, A.B., A.M.

University of North Carolina, A.B., A.M.; Graduate Study, Columbia University and University of North Carolina

ASSISTANT PROFESSOR OF ENGLISH

MARY YARBROUGH, A.B., A.M.

Meredith College, A.B.; North Carolina State College, A.M.; Graduate Study, Columbia University

ASSISTANT PROFESSOR OF CHEMISTRY

ALICE BARNWELL KEITH, B.S., M.S.

Columbia University, B.S.; University of Tennessee, M.S.

ASSISTANT PROFESSOR OF HISTORY

ETHEL EVANGELINE ENGLISH, B.S., A.M.

Meredith College, B.S.; University of North Carolina, A.M.

ASSISTANT PROFESSOR IN EDUCATION AND GEOGRAPHY

DORIS KATHERINE TILLERY, A.B.

Meredith College, A.B.; Graduate Student, University of Chicago and Duke University

INSTRUCTOR IN MATHEMATICS

CAROLYN ARNOLD PEACOCK, A.B., A.M.

Meredith College, A.B.; Oberlin College, A.M.

INSTRUCTOR IN ENGLISH

ETHEL DAY, A.B.

Meredith College, A.B., with one year at The Sorbonne; Graduate Study, The French School of Middlebury College

INSTRUCTOR IN FRENCH

ELIZABETH GREGORY BOOMHOUR, A.B., A.M.

Meredith College, A.B.; Cornell University, A.M.

INSTRUCTOR IN BIOLOGY

MELBA HUNT, A.B.

Meredith College, A.B.

INSTRUCTOR IN BIOLOGY

MARY HENLEY, A.B.

Meredith College, A.B.

INSTRUCTOR IN MODERN LANGUAGES

Faculty of Department of Art

IDA ISABELLA POTEAT

New York School of Fine and Applied Arts; Cooper Union Art School, New York; School of Applied Design, Philadelphia; Pupil of Mounier; Chase Class, London

PROFESSOR OF ART

MARY PAUL TILLERY

Meredith College, Diploma in Art; Graduate Study in Pennsylvania Academy of Fine Arts; New York School of Fine Arts, Paris; The Breckenridge School of Painting

ASSOCIATE PROFESSOR OF ART

Faculty of Department of Music

LESLIE P. SPELMAN, A.M., BAC.MUS., F.A.G.O.

Oberlin College, A.B., A.M., Bac.Mus.; Associate of the American Guild of Organists. Graduate work, University of Michigan; two years in Paris; Piano with Frank Shaw and Mrs. A. M. Virgil; Theory and Composition with Arthur E. Heacox, Friedrich J. Lehman, G. W. Andrews, and Nadia Boulanger; Organ with Walter Keller, Laurel Yeamans, G. W. Andrews, Palmer Christian, and Joseph Bonnet. Conducting with Alex. LeGuennent

PROFESSOR OF MUSIC

MAY CRAWFORD

Graduate, Brownell Hall, Omaha, Nebraska; Student, University of Nebraska School of Music; four years in Paris; Piano with Wager Swayne; Harmony and Analysis with Campbell Tipton; Solfeggio and Theory with Emile Schvartz of Paris Conservatoire; Pupil of Harold Bauer

ASSOCIATE PROFESSOR OF PIANO

CHARLOTTE ELIZABETH ARMSTRONG

New England Conservatory, Boston; Institute of Musical Art, New York City; Pupil of Felix Winternitz, Jacques Gordon, Anton Witek, Charles Martin Loeffler and Paul Stoeving; Orchestration, Stuart Mason, Boston University, History of Music with Glenn Gildersleeve and Waldo S. Pratt

ASSOCIATE PROFESSOR OF VIOLIN

ETHEL M. ROWLAND

Diploma Boston Normal School; Voice work with Leverett B. Merrill of Boston, Herbert W. Greene, New York, and Harmony with Osborne McConathy; Certificate in Public School Music from Silver Burdette Summer School; Courses in Harvard Summer School in Appreciation of Music

ASSOCIATE PROFESSOR OF VOICE

AILEEN McMILLAN, B.MUS.

Converse College, B.Mus.; Graduate work with Arthur Foote, John Carver Alden, Boston; Isadore Phillipp, Conservatory of Music, Fontainebleau, France

ACTING ASSISTANT PROFESSOR OF PIANO

VIRGINIA BRANCH, B.MUS.

Meredith College, B.Mus.; Pupil of Edwin Hughes

INSTRUCTOR IN PIANO

ALVERDA ROSEL

Graduate in Piano under Marcian Thalberg, Cincinnati Conservatory of Music, 1925; Violoncello with Karl Kirksmith, Alfred Wallenstein, and Hans Hess; Summer Master School American Conservatory of Music, Chicago; Composition with Helen Dallam Buckley; Orchestration with Olaf Andersen

INSTRUCTOR IN VIOLONCELLO

MARGARET HIGHSMITH BROWN, B.M.

Southern Conservatory of Music, B.M.; Graduate, American Institute of Normal Methods; Public School Music under Hollis Dann, Wade R. Brown, Blinn Owen; Supervisor of Music in the Grade Schools of Raleigh

LECTURER IN PUBLIC SCHOOL MUSIC

CHRISTIAN D. KUTSCHINSKI

Columbia School of Music, Chicago; Pupil of Ludwig Becker, Hugo Kalso, J. Garfield Chapman, Robert Hentschel; Harmony, Counterpoint, and Orchestration with J. B. H. Vander Velpen, Detroit; Conducting with Henry Vandercook; Director of Music, North Carolina State College of Agriculture and Engineering, Raleigh, N. C.

INSTRUCTOR IN ORCHESTRAL INSTRUMENTS

Student Assistants

ELISABETH DAVIDSON
PEARL ROBERTSON
HELEN SEARS
Student Assistants in Biology

VIRGINIA GARNETT
MEREDITH JOHNSON
Student Assistants in Chemistry

ELIZABETH AUSTIN
MARY CHANDLER
DOROTHY DOCKERY
CAROLINE GARRISON
GRACE LAWRENCE
NORMA ROSE
MARY RUFFIN
SUSAN EMMA SLOAN
NANCYE VICCELLIO
Student Assistants in Library

VARA LEE THORNTON
JOSEPHINE TURNER
MARGUERITE WARREN
Student Assistants in Physical Education

Faculty Committees

Absences—Miss Parker, Chairman; Miss Price, Miss Rowland, Miss Hoagland.

Advanced Standing—Miss Johnson, Mr. Boomhour, Miss Barber, Mr. Canaday.

Appointments—Mr. Tyner, Miss Poteat, Mr. Spelman.

Athletics—Mrs. Sorrell, Miss Yarbrough, Miss D. Tillery.

Bulletin—Miss Harris, Miss Porter, Mrs. Wallace.

Catalogue—Mr. Boomhour, Mr. Canaday, Miss Johnson.

Classification—The Dean, with the heads of the departments.

Executive—President Brewer, Dean Boomhour, Dean of Women, Miss Johnson, Miss Allen, Miss Poteat.

Lectures—Mr. Riley, Miss Winston, Miss Harris.

Library—Mr. Freeman, Miss Allen, Miss Brewer, Miss Harris, Miss M. Tillery.

Petitions — Dean Boomhour, Mr. Freeman, Miss Winston, Miss Keith, Mr. Riley.

Public Functions—Miss Biggers, Mrs. Sorrell, Miss White.

Concerts—Mr. Spelman, Miss Crawford, Miss Armstrong.

Officers of the Alumnæ Association, 1933-1934

President—Mrs. Ernest Leggett.....Scotland Neck

Vice President—Mrs. Clyde R. Hoey, Jr.....Canton

Recording Secretary—Mrs. William R. Rand.....Garner

Commencement Speaker—Miss Annie D. Denmark....Anderson, S. C.

Alternate Speaker—Mrs. James L. Jenkins.....Boiling Springs

Alumnæ Secretary and Treasurer—Miss Mae Grimmer,
Meredith College

Meredith College

Foundation

Meredith College, founded by the Baptist State Convention of North Carolina, was granted a charter by the State Legislature in 1891, and was first opened to students on September 27, 1899. It is named Meredith College in honor of the Reverend Thomas Meredith, for many years a noted leader of the Baptist denomination in North Carolina. This name is especially appropriate, for Thomas Meredith presented a report to the Baptist State Convention of 1838 strongly recommending the establishment of an institution in Raleigh for the higher education of women.

Location

Meredith College is admirably located near the western boundary of the city of Raleigh. That Raleigh is an educational center is clearly shown by the number of schools and colleges located in its midst. The city is situated on the edge of a plateau which overlooks the coastal plain, and is 365 feet above the sea-level; thus it is favorably affected both by the climate of the seacoast and by that of the mountains. The site on which stand the buildings of Meredith College is 470 feet above the sea-level, and contains 130 acres of land. State highways numbers 10, 90, and 50 pass through the southern edge of the property, and there is a frontage of 1,800 feet on the Seaboard and Southern railroad tracks. Water is secured from the city of Raleigh; it is of excellent quality and is tested regularly by experts.

There are two groups of college buildings. One group consists of permanent, fireproof structures, and provides four dormitories, a library and administration building, and a dining room and kitchen building. The dormitories are three stories in height, and will accommodate one hundred and twenty-five students each. The dormitories are so arranged that there is a

bathroom between each two living rooms. Each living room provides for two students, and there is a separate closet for each occupant.

The other group of buildings consists of four temporary structures. One of these provides for auditorium and music studios and practice rooms. A second one has accommodations for the science departments. The equipment in these laboratories is the best that can be procured. A third building in this group provides classrooms and offices for other departments. The fourth building is a gymnasium, well equipped for its purpose.

Laboratories

Laboratories are furnished with water and gas, together with necessary supplies for individual work in chemistry, physics, biology, and home economics.

The State Museum, to which additions are continually being made, is accessible to the departments of science.

Library

The library is in charge of a trained librarian, and is scientifically classified and catalogued.

There are 17,350 volumes and 3,936 pamphlets in the library. These have been selected by heads of departments, and are in constant use by students. One hundred and sixty magazines, twenty college magazines, and twelve newspapers are received regularly throughout the college year.

In addition to the library of Meredith College, the Olivia Raney Library and the State Library are open to students. The State Library offers to students of American history unusual advantages in North Carolina and Southern history.

Religious Life

All regular students are required to attend the chapel services each day. All boarding students except seniors are required,

also, to attend Sunday school and church services each Sunday morning, five absences without excuse being allowed during the year.

The Baptist Student Union Cabinet is the connecting link for all of the religious organizations of the college. The president of each of these organizations is a member of this cabinet, and in this way the interest of each is conserved and all are mutually helpful.

The Young Woman's Auxiliary has an independent corps of officers and maintains a definite denominational affiliation. All missionary contributions are directed through denominational channels, gifts to the denominational unified program being made through home churches, and reported to the treasurer of the Young Woman's Auxiliary. Its meeting occurs every Sunday evening, with one of the six circles in charge of the program.

The ten B. Y. P. U.'s meet every Wednesday evening. They reach every member, and serve as the connecting link between the college religious life and the home.

Classes in Mission study and in Sunday School Teacher Training, under the direction of members of the faculty and students, pursue systematic courses of study, the aim of which is to give the student a thorough knowledge of mission methods and to fit each one for an efficient, intelligent service in Sunday school.

Students interested in special forms of religious service, either on the foreign field or at home, find helpful associations in the Service Band. This year there are nineteen members.

Government

A system of student government prevails in the college, the basis of which is a set of regulations agreed to by faculty and students. The executive committee of the Student Government Association has general oversight of order and deportment

among the students. An advisory committee from the faculty, however, assists the students in the solving of difficult problems. The restrictions imposed by this system of government are believed to be only those which will tend to bring about a normal, wholesome student life; and any who are not willing to be guided by them should not apply for admission to the college.

Recognition

Meredith College is a member of the Southern Association of Colleges and Secondary Schools. Graduates who hold Meredith College degrees are eligible for full membership in the American Association of University Women. Meredith College is also on the list of colleges approved by the Association of American Universities.

Hygiene and Care of the Sick

A well-equipped infirmary, under the direction of a graduate nurse, is maintained for the benefit of students unable to attend regular work on account of sickness.

The physician in charge holds office hours at the college, at which time students may consult her upon all subjects of hygiene or concerning their personal health. The general laws of health are enforced as far as possible. It is the purpose of the college physician to prevent sickness by means of the knowledge and proper observance of hygienic conditions. The diet of the sick is under the direction of the physician and nurse. Once a week during the year the physician in charge lectures to the students on general hygiene. Students are required to attend these lectures.

Literary Societies

There are two literary societies: Philaretian and Astrotekton, meeting every Monday evening. These societies are organized to give variety to the college life and to promote general culture.

In each society there is offered a memorial medal for the best English essay. The Carter-Upchurch medal of the Astrotekton

Society is the gift of Mr. Paschal Andrews Carter, of New York City. The Minnie Jackson Bowling medal of the Philaretian Society is given by Dr. Edward Holt Bowling, of Durham.

It is believed that secret societies are undemocratic and will detract from the interest and value of the literary societies. The organization of sororities or clubs of any sort is, therefore, prohibited.

College Publications

By the College

The Bulletin.—This is the official publication of the college, and appears quarterly. It will be mailed to any address regularly upon request to the President.

By the Students

The Acorn.—This is the quarterly magazine of the students. It will be mailed to any address upon receipt by the business manager of the subscription price—two dollars and fifty cents.

Oak Leaves, the college annual, is published by the literary societies. Anyone desiring a copy should communicate with the business manager of the annual.

The Twig.—Published fourteen times a year by the students. Communications should be addressed to the business manager of *The Twig.*

Personal Items

Students should bring with them towels, sheets, pillow, pillowcases, couch covers (or counterpanes), and all other bed coverings that are likely to be needed. Those expecting to arrive in Raleigh in the afternoon or at night should put sheets and towels in their suitcases. All rooms are furnished with single beds.

All laundry must be clearly marked with indelible ink.

The laundry fee ($10.00) collected by the college covers cost of flat work only. Each student may have each week two sheets, two pillowcases, one counterpane, four towels, one bureau scarf.

Each student should be provided with overshoes, an umbrella, and a raincoat.

All windows are provided with shades. Curtains, draperies, rugs, and pictures from home will make the room more attractive.

Expenses

	Per Semester
Board, literary tuition, room (with light, heat, and water), and other college fees	$195.00

The room reservation fee of $10.00, paid before assignment of room, is included in the above charges, and will be credited on the semester's account.

Payment of Fees, Session 1934-1935

At Fall Semester Matriculation:

By resident students	$100.00
By day students	30.00

By special students, one-half of semester's fees.

On November 10, by all students, balance of account for fall semester.

At Spring Semester Matriculation:

By resident students	$100.00
By day students	30.00

By special students, one-half of semester's fees.

On March 31, by all students, balance of account for spring semester.

Departmental fees are extra, as follows:

		Per Semester
Piano	$37.50	$45.00
Organ		45.00
Violin	$37.50	45.00
Cello	$37.50	45.00
Voice	$37.50	45.00
Art		35.00
Art studio		2.50
Single lessons in art		2.50
Chemical laboratory fee		2.50
Biological laboratory fee		2.50
Physics laboratory fee		2.50
Cooking laboratory fee		7.50
Sewing laboratory fee		1.00
Use of piano one hour daily		4.50
For each additional hour		2.25
Use of pipe organ, per hour		.25

Expenses of Day Students

	Per Semester
Tuition	$ 60.00
Library fee	2.50

Departmental fees are extra, according to courses taken.
See statement of departmental fees above.

Expenses of Special Day Students

	Per Semester
For one-class course	$ 20.00
For two-class course	40.00
For three-class course	60.00

Subjects with laboratory courses require payment of laboratory fees.
Graduation fee, including diploma, $5.00.
Practice teaching fee, $15.00.
Practice house fee, $10.00.

If a student withdraws from the institution, or is sent away for misconduct, before the semester expires, no charges for tuition, room rent, or incidental expenses for that semester, and no charges for board for the quarter in which she leaves will be refunded. But in event of sickness of such a nature as in the opinion of the college physician requires the retirement of the student, the charges for board may be refunded from the date of retirement, upon the order of the executive committee; provided, that no reduction will be made for absence of less than four weeks.

In view of the uncertainty of the cost of provisions, the price of board cannot be guaranteed. It is hoped that no emergency will arise to require any additional charge.

The medical fee of $10.00 meets the charges for the college physician and the college nurse. Any service in addition to this, as well as all prescriptions, will be paid for by the patron receiving the benefit of the same.

The student budget fee is required of all resident students and of all day students taking as many as three subjects. This fee meets a student's obligations to the several student organiza-

tions, and includes subscriptions to the three student publications. The fee amounts to $10.00 per year and is handled through the Student Government Committee.

Registration

On days of registration at the beginning of each semester each student is required to pay to the bursar the required fee, and show receipt for same to the dean at the time of registration. Matriculation and registration are not completed until the course of study for the semester is approved by the dean.

No student may enter any class at the beginning of either semester until she has paid the required fee.

Any student who fails to register with the dean at the appointed time will be required to pay the bursar an additional fee of $1 and to show receipt for the same to the dean. This special fee of $1 will be required of those who are late in entering as well as those who neglect to arrange their courses with the dean, and will not be deducted from any bill. For time of registration, see page 29.

To secure rooms, application must be accompanied by a deposit of $10. No definite room can be assigned except at the college office. Any preference in rooms will be given in the order of application.

Admission Requirements

Fifteen units are required for admission to Meredith College. A student must meet the specific requirements of the course in which she seeks a degree.

Students are admitted to the college either (*A*) by certificate or (*B*) by examination.

A. The fifteen units offered for entrance must be certified by the principal of an accredited high school. A student who wishes to apply for admission by certificate should send to the president for a blank certificate, and have it filled out and signed by the principal of the school she is attending. This certificate should be filled out by the high school official and sent to Meredith College as soon as the final grades of the high school course are determined. All certificates should be filed in the president's office before August of the year in which the student wishes to enter.

B. Students who cannot present a certificate from an accredited school will be required to pass examinations before entering the college. Application for taking college entrance examinations should be made to the president of Meredith College before August of the year in which the student wishes to enter.

A student who presents the fifteen units for entrance, but who is deficient in some part or parts of the prescribed entrance requirements of the course for which she registers, will be allowed to enter the college. A student will be given two units of credit for entrance for a year's course in foreign language in the college. Deficiencies must be satisfied by the beginning of the third year.

Admission to College Classes

For admission to the freshman class a candidate must offer fifteen units of credit. A unit represents four one-hour recitations or five forty-five-minute recitations a week throughout a

secondary school year, and is estimated to be equivalent to one-fourth of the work of one year in the high school.

* Every candidate for the A.B. degree must offer:

English		4 units
Mathematics	Algebra	1.5 units
	Plane Geometry	1 unit
Foreign Languages	Latin, French, German, †Spanish	2 units
History		1 unit
‡Electives		5.5 units
Total		15 units

The elective units must be chosen from the following: Algebra, Solid Geometry, Trigonometry, Commercial Arithmetic, one-half unit each; History, one to four units; Bible, one unit; Physiology, Physical Geography, Physics, Botany, Chemistry, General Science, Cookery, Commercial Geography, one-half or one unit each; Foreign Language or Languages not counted among required subjects.

Admission to Advanced Standing

A student applying for advanced standing or credit from another institution must present the following information:

(*a*) A certificate of honorable dismissal from the institution last attended. (*b*) An official transcript of her record at such institution, together with a catalogue that describes the courses taken. (*c*) Details of the units offered for college entrance and the name of the high school from which the entrance units were received. All of this information should be sent from the insti-

* Entrance requirements for those who are candidates for the B.S. degree with a major in Piano, Organ, Violin, Violoncello, Voice, or Public School Music are given on page 80.

† Spanish is accepted for entrance, but no Spanish is offered in Meredith.

‡ Not more than four half-unit courses will be counted. Not more than two units of vocational subjects will be counted.

tution last attended to Meredith College at least two weeks before the opening of the session. Students who have completed two years of college work must indicate the two majors and the other subjects that they expect to pursue the first semester.

When the candidate comes from an institution belonging to the Southern Association of Colleges and Secondary Schools or an association of equal rank, she will be given credit for the successful completion of courses that correspond to those offered by Meredith College. Credit for laboratory work will be estimated on the same basis as is allowed for corresponding work in Meredith College.

The maximum credit accepted from a junior college is sixty-two semester hours. Not more than thirty-two semester hours will be counted for the work of one year in a junior college.

Summer School Credits

The student should have the announcement of the summer school that she is to attend, and should secure the written approval of the heads of the departments for the courses that she plans to take. The names of these courses and the outline of the courses should be filed with the Committee on Advanced Standing before commencement. The student will be advised what credit will be allowed for the proposed summer work. The maximum credit allowed on a degree for a term of six weeks is seven semester hours; for nine weeks, ten semester hours; for twelve weeks, fourteen semester hours.

Definition of Entrance Requirements

ENGLISH (4 units)

The four units of English offered by students from an accredited high school will be accepted. Following the requirements of the National Conference on Uniform Entrance Requirements, the department expects that in all written work the student pay constant attention to spelling and punctuation, and to the structure of sentences, paragraphs, and whole composi-

tions. In all oral work there should be constant insistence upon the elimination of personal speech defects, and of obscure enunciation. It is expected that the student be able to read with intelligence and appreciation work of moderate difficulty, and show familiarity with a few masterpieces.

FRENCH (2 units)*

FIRST-YEAR FRENCH (1 UNIT)

A. Careful drill in phonetics and grammar. Stress should be placed on French life and culture. Reading of 150-200 pages of easy French. Frequent dictations and oral exercises.

SECOND-YEAR FRENCH (1 UNIT)

B. Study of grammar continued. Reading of 300-400 pages of selected texts. Dictation and oral exercises. Geography of France and French civilization.

GERMAN (2 units)*

FIRST-YEAR GERMAN (1 UNIT)

A. Grammar and drill in pronunciation. Oral exercises and dictation. Reading of 150-200 pages from easy texts. German life and culture stressed.

SECOND-YEAR GERMAN (1 UNIT)

B. Grammar continued. Oral exercises and dictation. Reading of 300-400 pages of selected texts. Geography of Germany and German civilization.

LATIN (4 units)*†

FIRST-YEAR LATIN (1 UNIT)

(1) A thorough knowledge of forms and principles of syntax.

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* Entrance work in foreign languages exceeding two units may count as elective entrance units.

† The work of schools that follow the recommendations of the report of the Classical investigation will be accepted for any year of high school work.

SECOND-YEAR LATIN (1 UNIT)

(2) Cæsar, four books. Grammar and constant practice in writing easy Latin sentences illustrating rules of syntax.

THIRD-YEAR LATIN (1 UNIT)

(3) Cicero, six orations, including the Manilian Law. At least one period a week should be devoted to prose composition.

FOURTH-YEAR LATIN (1 UNIT)

(4) Vergil, *Æneid*, six books. Study of meter and style. Prose composition, one period a week.

HISTORY (4 units)*

The candidate may offer as many as four of the following units in history:

(a) Ancient History to the fifth century or to about 800 A.D., or Early European History to about the beginning of the eighteenth century (1 unit).

(b) Medieval and Modern European History, or Modern European History from about the beginning of the eighteenth century (1 unit).

(c) English History (1 unit).

(d) American History (1 unit).

(e) Civics (½ unit).

MATHEMATICS (2.5 units)‡

ALGEBRA (1.5 UNITS)

The requirements in algebra include the following subjects: The four fundamental operations of algebra, powers and roots, factors, common divisors and multiples, fractions, ratio and proportions, inequalities, exponents, equations of the first and second degrees with one or more unknown quantities, radicals and equations involving radicals, arithmetical and geometrical progressions, binomial theorem for positive integral exponents.

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* Entrance work in History exceeding one unit may count as elective entrance units.

‡ An additional half-unit in algebra may be counted towards entrance if sufficient time has been given to the subject. No more than two units will be given for algebra. Solid geometry may be offered as an elective and counts one-half unit.

Pupils should be required throughout the course to solve numerous problems which involve putting questions into equations. It is also expected that the work be accompanied by graphical methods in the solution of equations of all types.

It will require at least one and one-half years with four or five one-hour recitation periods a week to complete this work.

PLANE GEOMETRY (1 UNIT)

The usual theorems and problems of some good textbook in plane geometry, together with a sufficient number of original problems to enable the student to solve such problems readily and accurately.

To be acceptable, the work in plane geometry must cover a full year with four or five one-hour recitation periods a week.

SOLID GEOMETRY (½ UNIT)

This work should complete the chapters on straight lines and planes in space, prisms and cylinders, pyramids and cones, and spheres. Special emphasis should be placed on applications, the student solving a large number of problems illustrating the theorems of the text.

BIBLE (Elective)

Entrance credit of one unit may be allowed for work in one or more of the following branches of Religious Education: (1) Bible History, (2) Sunday School Pedagogy, (3) Missions.

SCIENCE (Elective)

PHYSIOLOGY AND HYGIENE (½ UNIT OR 1 UNIT)

The candidate must be familiar with the general structure of the body, digestion, circulation, respiration, and the nervous system.

PHYSICAL GEOGRAPHY (½ UNIT OR 1 UNIT)

This course should include a detailed study of the land forms and physiographic factors. The course will require at least one year.

PHYSICS (½ UNIT OR 1 UNIT)

One year's work, including the principles of mechanics, heat, electricity, sound, and light. About one-third of the time should be given to individual laboratory work, which should be reported in carefully prepared notebooks.

BOTANY (½ UNIT OR 1 UNIT)

The student should acquire a knowledge of plant structure and development; a knowledge of the fundamental principles of plant nutrition, assimilation, growth, and reproduction; and a knowledge of the relation of plants to other living things. A large part of this information should be gained by laboratory and field work.

CHEMISTRY (½ UNIT OR 1 UNIT)

This course should include the general laws and theories of chemistry and make the student familiar with the occurrence, preparation, and properties of the common elements and their compounds.

GENERAL SCIENCE (½ UNIT OR 1 UNIT)

This course should serve as an introduction to the study of the various branches of science, and should be based on some standard text.

HOME ECONOMICS (½ UNIT OR 1 UNIT)

A full unit in cooking will not be given unless a notebook certified by the teacher is presented. A half-unit or a unit in this subject will be allowed, according to the time given to it. Two double laboratory periods will count for two recitations.

General Regulations of Academic Work

Routine of Entrance and Registration

1. *Enrollment.* All students, upon arrival in the city, will report to the office of dean of women and enroll.

2. *Matriculation.* Each semester every student will pay the bursar the required matriculation fee. Days for matriculation are as follows: for the first semester, September 11 and 12, and second semester, January 23.

3. *Registration.* Each semester every student will come to the dean's office, exhibit her matriculation card, and have her course of study for the semester approved by the dean. Students must complete registration in the dean's office before three o'clock of the last day of registration. Days for registration: for the first semester, September 11 and 12; second semester, January 23, 10 a.m. to 1 p.m. The penalty for not completing registration on time is an extra fee of $1.00.

Reports

At the end of each semester a report is sent to the parent or guardian of the student, showing her grade of scholarship and number of absences from recitation and other college duties.

At the close of the first and third quarters parents and students are notified if students are not making satisfactory grades.

The grade of scholarship is reported in letters. A, B, C, and D indicate passing grades; E indicates a condition; F indicates failure and that the subject must be repeated in class.

The college reserves the right to exclude, at any time, a student whose academic standing or conduct it regards as undesirable.

Conditioned Students

Freshmen must offer fifteen units and are not allowed any conditions. Members of other classes may have conditions not exceeding six semester hours.

No student will be classed as a junior or senior if conditioned in the department in which she majors.

Conditions

A student who is conditioned on any of the work of a semester will be given only one examination for removal of the condition.

Conditions for the work of the first semester must be removed on the first week of the next May, or on Wednesday of the opening week of the next session. Conditions for the work of the second semester must be removed on Wednesday of the opening week of the next session, or on the first week of the next December. If the student does not remove the condition at one of these two times she will be required to repeat the work in class.

A senior who has any condition at the end of the first semester must remove that condition before the end of the next March. A senior who has any condition on the work of the second semester will be given one opportunity to remove the condition during the first three days of the week following senior examinations.

A senior who does not have all conditions satisfied at the time specified will be dropped from the senior class. She will be given one opportunity to make up each condition at the regular time for making up conditions during the following year, and will be graduated at the next commencement after she has made up all conditions.

No student will receive credit for work in any subject until her conditions or deficiency in that subject are removed.

No student will be allowed an examination on other dates than those arranged above until she shall have shown to the dean good reason for it and paid to the bursar one dollar for the library fund. In the case of conflict with other college duties, or illness, this fee will be remitted.

The English department may impose a condition in English composition upon a student who hands in to any department a paper which contains gross violations of the fundamentals of English composition.

Requirements for Graduation

To be entitled to a degree, the student must during her college course prove herself to be of worthy character, and must complete in a satisfactory way the course of work prescribed for the degree in the school from which she wishes to be graduated. Unless she comes from a senior college approved by the Southern Association of Colleges and Secondary Schools, or by an association of equal rank, the candidate for a degree must spend at least two years in residence. The last work that is to count toward a degree must be done at Meredith. One hundred twenty semester hours are required for graduation. The grades on the one hundred twenty semester hours must be sufficient to entitle the student to ninety quality points.* A student passing more than one hundred twenty semester hours must make grades sufficient to entitle her to three-fourths as many quality points as semester hours passed. A student taking part of her work in another institution must make grades in Meredith College sufficient to entitle her to three-fourths as many quality points as semester hours passed in Meredith College.

A junior or senior taking a prescribed freshman course will receive only two-thirds of the regular credit for such course. A senior taking a prescribed sophomore course will receive only two-thirds of the regular credit for such course. This rule does not apply to General Psychology 20 or Religion 20, 21. Any deficiency in the number of prescribed hours resulting from the forfeiture of credit resulting from the application of this rule may be satisfied by substituting an equal number of hours of free elective credit. This rule applies to the "Group" requirements as well as to the "Requirements without option."

Underclassmen and juniors are required to take not less than

*A grade of A gives three points, B gives two points and C gives one point for each semester hour that counts towards graduation.

fifteen hours of work a week. Seniors are required to take at least fourteen hours of work each semester.

No student may take more than sixteen hours work unless she passed in fifteen hours the preceding semester and has permission from the faculty.

The maximum number of hours of credit that will be allowed during any semester is eighteen.

A student wishing to make up work under a tutor must consult the dean at the time she arranges her regular work.

Degrees

The college confers the degrees of Bachelor of Arts and Bachelor of Science.

To be entitled to the degree of Bachelor of Arts the candidate must complete, in addition to fifteen entrance units, 120 semester hours of work. Of the 120 semester hours required for the degree, 45 to 59 are prescribed, 36 are chosen from two of the groups of majors, and 25 to 39 are free electives (pages 34 and 35).

The requirements for the degree of Bachelor of Science with a major in Piano, Organ, Violin, Violoncello, Composition, Voice, or Public School Music are given on page 83.

For students who enter technical schools two hours of laboratory will be considered equal to one hour of lecture or recitation, and the number of semester hours required for graduation will be increased according to the number of laboratory hours taken.

Requirements for Degrees

A.B. Degree

1. *Requirements without option:*

	Semester hours
English 10-11, freshman year	6
English 20-21, sophomore year	6
Religion 20, 21, sophomore or junior year	6
Psychology 20, sophomore or junior year	3

2. *Required with option:*

The requirements of one of the three groups given below must be satisfied. In group I the student must complete the work in division A, six semester hours in each of three subjects chosen from division B, and six semester hours in one subject chosen from division C. In group II the student must complete the work in division A and six semester hours in each of four subjects chosen from the five in division B. In group III the student must complete the work in division A, six semester hours in one of two subjects chosen from division B, and six semester hours in each of two subjects chosen from the five in division C. Students who are completing the requirements for

Group I		Group II		Group III	
Division A		*Division A*		*Division A*	
*Foreign Language	6	†Foreign Languages	12	†Foreign Languages	12
				History	6
Division B		*Division B*		*Division B*	
Latin or Greek, Modern Language, History or Economics, Mathematics	18	Biology, Chemistry, Physics, History or Economics, Mathematics	24	Economics and Sociology, Religion	6
Division C				*Division C*	
Biology, Chemistry, Physics	6			Biology, Chemistry, Physics, Mathematics	12

* Not required of a student who offers four entrance units in foreign language. Three semester hours will be required of a student who offers three units in one foreign language but not a total of four entrance units in foreign language.

† Only six semester hours will be required of a student who offers four entrance units in foreign language. Nine semester hours will be required of a student who offers three units in one foreign language but not a total of four entrance units in foreign language.

teaching Home Economics may have a minimum of two semester hours in Physics, provided they have a total of eighteen semester hours in Biology, Chemistry, and Physics, and six semester hours in either History, Economics, or Mathematics.

3. *Electives to be distributed as follows:*

(a) Two major subjects, to aggregate at least thirty-six semester hours, with not less than twelve semester hours in either. Major courses may be selected from the following: (1) Art, (2) Biology, (3) Chemistry, (4) Economics and sociology, (5) Education, (6) English, (7) French, (8) German, (9) Greek, (10) History, (11) Home Economics, (12) Latin, (13) Mathematics, (14) Theoretical Music, (15) Psychology, (16) Religion, (17) General Science.

(b) Free electives sufficient to make a total of one hundred twenty semester hours, when added to the required and major subjects. Free electives may include any subject offered as a major, not previously included in one of the two major subjects; or Practical Music, not exceeding twelve semester hours. In order to receive credit for Practical Music the student must offer an equal amount of Theoretical Music with grades of C or higher.

Degree of B.S.

The requirements for the B.S. degree are outlined on pages 80 and 83.

Schedule of Examinations

FALL SEMESTER

Class	*Examinations*
12:00 M.W.F.	10–12 Wed.
12:00 T.T.S.	2– 4 Wed.
1:45 M.W.F.	10–12 Thur.
1:45 T.T.S.	2– 4 Thur.
2:45 M.W.F.	10–12 Fri.
2:45 T.T.S.	2– 4 Fri.
8:30 M.W.F.	10–12 Sat.
8:30 T.T.S.	2– 4 Sat.
9:30 M.W.F.	10–12 Mon.
9:30 T.T.S.	2– 4 Mon.
11:00 M.W.F.	10–12 Tue.
11:00 T.T.S.	2– 4 Tue.

SPRING SEMESTER

Class	*Examinations*
12:00 T.T.S.	10–12 Sat.
12:00 M.W.F.	2– 4 Sat.
1:45 T.T.S.	10–12 Mon.
1:45 M.W.F.	2– 4 Mon.
2:45 T.T.S.	10–12 Tue.
2:45 M.W.F.	2– 4 Tue.
8:30 T.T.S.	10–12 Wed.
8:30 M.W.F.	2– 4 Wed.
9:30 T.T.S.	10–12 Thur.
9:30 M.W.F.	2– 4 Thur.
11:00 T.T.S.	10–12 Fri.
11:00 M.W.F.	2– 4 Fri.

The first day of the week on which an irregular class meets determines the time of the examination.

Schedule of Recitations

8:30—Mon. Wed. Fri.	8:30—Tue. Thur. Sat.	9:30—Mon. Wed. Fri.	9:30—Tue. Thur. Sat.	11:00—Mon. Wed. Fri.	11:00—Tue. Thur. Sat.
Art 20-21 Wed. Fri. Art 35 Mon. Chem. 61 Wed. Fri. Ed. 32* Eng. 49, 60 French 6-7 Hist. 20, 21 Home Ec. 20-21 Wed. Latin 42, 43 Wed. Fri. Music 23.2 36.6-37.6 Wed. Fri. 40.1 Mon. Wed.	Biol. 12-13 (a) Tue. Thur. Chem. 10-11 (a) Chem. 40 Ec. Soc. 26, 27 Ed. 40 Eng. 10-11 (a), 32-33 Hist. 10, 11 (a) Home Ec. 60-61 Latin 6-7 Math. 40, 41 Psychol. 20, 20* (a) Music 16.0-17.0 20.1-21.1 34.6-35.6 Tue. Thur.	Chem. 34 Mon. Ec. & Soc. 20-21 Ed. 31* (a), 45 Eng. 10-11 (b) French 10-11 (a, b) Hist. 10-11 (b) Home Ec. 31 Wed. Latin 30 Latin 31 Wed. Fri. Latin 33 Mon. Math. 10, 11 (a), 15 Physics 30-31 Psychol. 44, 45 Religion 20, 21 (a) Music 30.0-31.0 Mon. Wed.	Biol. 25 Thur. Sat. Biol. 40 Biol. 61 Sat. Ec. & Soc. 40 Ed. 31 (b), 39 Eng. 10-11 (c), 42-43 French 20-21 German 6-7 Hist. 34, 35 Home Ec. 10-11 Tue. Thur. Home Ec. 15 Latin 10, 11 Math. 10, 11 (b), 60 Psychol. 20 (b) Religion 10, 33, 42, 43 Music 36.0-37.0	Biol. 12-13 (b) Wed. Fri. Ec. & Soc. 30, 31 Ed. 48, 49 Eng. 40, 45 Hist. 42, 43 (a) Greek 20-21 Math. 30-31 Music 26.0-27.0	Biol. 30, 31 Ec. & Soc. 41 Ed. 31 (c) Ed. 32 Eng. 20-21 (a), (b), 41, 46 French 4-5 German 4-5 Hist. 10, 11 (c), 31 Home Ec. 36 Math. 20, 21 Psychol. 33 Religion 21 (b), 24, 25 Music 20.0-21.0
Laboratory	Laboratory	Laboratory	Laboratory	Laboratory	Laboratory
Biol. 12-13 (b) Wed. Fri. Biol. 25 Mon. Wed. Fri. Chem. 34 Wed. Fri.	Biol. 12-13 (a) Tue. Thur. Biol. 12-13 (f) Sat. Biol. 61 Tue. Thur. Chem. 21 (a) Tue. Thur.	Biol. 12-13 (b) Wed. Fri. Biol. 25 Chem. 34 Wed. Fri. Home Ec. 31 Mon.	Biol. 12-13 (a) Tue. Thur. Biol. 12-13 (f) Sat. Biol. 61 Tue. Thur. Chem. 21 (a) Tue. Thur.	Biol. 12-13 (c) Mon. Wed. Chem. 10-11 (a) Wed. Fri. Chem. 20 Mon. Wed., 21 (b) Mon. Wed. Home Ec. 10-11 (a) Mon. 10-11 (b) Wed. Fri. 30, 31 Mon. 31 Fri.	Biol. 12-13 (d) Tue. Thur.

12:00—Mon. Wed. Fri.	12:00—Tue. Thur. Sat.	1:45—Mon. Wed. Fri.	1:45—Tue. Thur. Sat.	2:45—Mon. Wed. Fri.	2:45—Tue. Thur.
Biol. 12-13 (c) Wed. Fri. Biol. 32, 33 Mon. Fri. Ec. & Soc. 32, 43 Ed. 46, 47 Eng. 10-11 (d) German 10-11 Wed. Fri. Hist. 10, 11 (c), 42, 43 (b) Home Ec. 30 Wed. Fri. Latin 37 Greek 36 Psychol. 35 Music 10.0-11.0 Wed. Fri. 30.6 Wed. Fri.	Biol. 20 Tue. Thur. Biol. 21 Tue. Chem. 20-21 Chem. 30, 31 Tue. Thur. Ed. 42 Eng. 10-11 (e) French 10-11 (c), 30-31 Hist. 32, 33, 60 Home Ec. 40, 41 Eng. Speech 30 Religion 12; 13	Chem. 10-11 (b) Ec. Soc. 10-11 Eng. 20, 21 (c), 38-39 French 10, 11 (d, e) French 44, 61 Hist. 10, 11 (e), 22, 25; 46, 47 Home Ec. 35 Fri. Home Ec. 37 Mon. Wed. Latin 8-9 Math. 10, 11 (c) Geog. 30, 31 Religion 32, 35 Music 41.1, 44.1 Wed. Fri.	Biol. 23 Thur. Home Ec. 32 Tue.; 34 Tue. Thur. Latin 44, 45 Tue. Thur. Astronomy 36 Geology 39 Music 20.6, 21.6	Art 10-11 Mon. Ed. 37, 44 Eng. 10-11 (f), 20-21 (d) Greek 30-31 Math. 13 Eng., Spoken 31 Mon. Wed. Music 10.6 Psychol. 22 Mon. Wed.	Art 30-31 Music 32.6-33.6 Thur. Music 40.6-41.6
Laboratory	**Laboratory**	**Laboratory**	**Laboratory**	**Laboratory**	**Laboratory**
Biol. 12-13 (c) Mon. Wed. Chem. 10-11 (a) Wed. Fri. Chem. 20 Mon. Wed., 21 (b) Mon. Wed. Home Ec. 10-11 (a) Mon., 10-11 (b) Wed. Fri., 30, 31 Mon., 31 Fri.	Biol. 12-13 (d) Tue. Thur.	Biol. 12-13 (f) Wed. Biol. 32, 33 Wed. Fri. Home Ec. 20-21 Mon. Fri.	Biol. 12-13 (e) Tue. Thur. Biol. 20, 21 Tue. Thur. Chem. 30, 31 Tue. Thur. Home Ec. 32 Thur.	Biol. 12-13 (f) Wed. Biol. 12-13 (g) Mon. Fri. Biol. 32, 33 Wed. Fri. Chem. 10-11 (b) Mon. Fri. Home Ec. 10-11 (a) Wed. Home Ec. 20-21 Mon. Fri. Physics 30-31 Mon. Psychol. 22	Biol. 12-13 (e) Biol. 20, 21 Biol 23 Chem. 30, 31 Home Ec. 32, 34

Courses of Instruction

NOTE.—A course given an even number is offered the first semester; a course given an odd number is offered the second semester; a course with an even number followed by an asterisk is a first semester course offered the second semester; a course with an odd number followed by an asterisk is a second semester course offered the first semester. A course given two numbers separated by a hyphen continues through the year; a course given two numbers separated by a comma consists of two parts, either or both of which may be taken.

Courses given a number less than 20 are intended for freshmen; those numbered 20 to 29 for sophomores; 30 to 39 for juniors; 40 to 59 for seniors. Those numbered 60 to 69, or Music courses ending in .6, are courses in Methods.

I. Art

IDA ISABELLA POTEAT, *Professor*
MARY PAUL TILLERY, *Associate Professor*

The system of instruction in this department seeks to develop original creative ability in the student; to stimulate appreciation of Art, and to gain intellectual breadth and enriched culture through acquaintance with the various forms of Art wherever found.

Requirements for a major are based on 10, 11 taken concurrently with 16, 17. No credit is given for 10, 11.

In order to receive credit for a technical course, a student must carry an equal number of hours of historical work. Technical courses 38 and 48 may be taken concurrently with Greek Literature 32 and Physiology 30. Industrial Art 35 should be taken in connection with Applied Design 39 in order to meet the State requirements for grade certificate.

A. Historical

10-11. Art Appreciation.

Prerequisite for a major in Art and does not count in semester hours. One class hour a week. Monday, 2:45.

A study of composition; the content and esthetic qualities in sculpture and painting; observation of color and light effects in nature. MISS POTEAT

20-21. Art Education.

Two hours a week. Two hours credit each semester. Wednesday, Friday, 8:30.

The principles of beauty with application to problems in everyday life; drawing; problems in perspective and composition, the analysis and theory of color.

A fee of $2.00 is charged for materials. Miss Tillery

30-31. History of Art.

Required of juniors who major in Art. Prerequisite: English Composition 10-11 and History 22. Two hours credit each semester. Tuesday, Thursday, 2:45.

A survey of the history of the important styles of architecture, sculpture, painting, and the minor arts. Miss Poteat

35. Industrial Art.

Prerequisite: Art Education 20. One hour a week for one semester. One hour credit. Monday, 9:00.

An attempt to show the vital relation of art to life and industry and to develop an appreciation for the beautiful and the power to produce beautiful things. To be taken in connection with Applied Design 39.

A fee of $2.00 is charged for materials. Miss Tillery

40-41. Advanced History of Art.

Required of seniors who major in Art. Two hours a week. Two hours credit each semester. Class hours to be arranged.

An intensive study of selected subjects and periods in art, with lectures, discussions, and special papers. Miss Poteat

B. Technical

Miss Poteat and Miss Tillery

16-17. Drawing and Painting.

Six studio hours a week, one of which must be taken on Monday, 2:45. Two hours credit each semester. Lectures and laboratory work dealing with the different mediums of artistic expression. Free-hand drawing; the analysis and theory of color; flat washes in water-color. Principles of linear and aerial perspective.

26-27. Design and Pictorial Composition.

Six studio hours a week. Two hours credit each semester. Discussions and laboratory work dealing with problems of Design and Composition. Landscape painting; drawing from life.

36-37. Problems of Form.

Six studio hours a week. Two hours credit each semester. Lectures and laboratory work. Elementary antique still-life painting, and modeling in clay.

38. Principles of Classic Proportion, and Figure Composition.

Advanced antique. Three studio hours a week for one semester. One hour credit.

39. Applied Design.

Three studio hours a week for one semester. One hour credit. Problems of lettering, linoleum block printing, poster design, batik and tie dyeing, leather work, and weaving.

46-47. Advanced Drawing and Painting.

Six studio hours a week. Two hours credit each semester. Discussions and laboratory work dealing with problems in landscape painting, still life, and the draped life model.

48. Advanced Figure Composition.

Three studio hours a week for one semester. One hour credit. Problems and criticisms of the structure, proportions, and action of the human body for purposes of design.

II. Biology

Lena Amelia Barber, *Professor*
Dr. Elizabeth Delia Dixon Carroll, *Professor of Physiology and Hygiene.*
Elizabeth Boomhour, *Instructor*
Melba Cleo Hunt, *Instructor*

The following courses may count toward a major in Biology: 20, 21, 23, 25, 30-31, 32, 33, 40. Chemistry 10-11 required.

12-13. General Biology.

Required of freshmen majoring in Home Economics who have not had high school Biology. Elective for others. Two lectures and four laboratory hours a week. Six semester hours credit. Lectures: Sec. (*a*), Tuesday, Thursday, 8:30; Sec. (*b*), Wednesday, Friday, 11:00; Sec. (*c*), Wednesday, Friday, 12:00. Laboratory: Sec. (*a*), Tuesday, Thursday, 8:30-10:30; Sec. (*b*), Wednesday, Friday, 8:30-10:30; Sec. (*c*), Monday, Wednesday, 11:00-1:00; Sec. (*d*), Tuesday, Thursday, 11:00-1:00; Sec. (*e*), Tuesday, Thursday, 1:45-3:45; Sec. (*f*), Wednesday, 1:45-3:45; Saturday, 8:30-10:30; Sec. (*g*), Monday, Friday, 2:45-4:45.

A course aiming to present the most important biological facts and principles, and so to relate them that the student can apply them to the ordinary affairs of life. A study of protoplasm, the cell, the rôle of green plants, including simple experiments in plant physiology, the adjustment of organisms to their environment, disease, death, the rôle of micro-organisms, growth, reproduction, and heredity. The types of organisms studied in the laboratory, beginning with unicellular forms and leading up to vertebrates, an intensive study being made of the frog.

Laboratory fee, $2.50.

Lectures: Miss Barber
Laboratory: Staff

20. General Botany.

Two lectures and six hours laboratory and field work a week. Four semester hours credit. Lectures: Tuesday, Thursday, 12:00. Laboratory: Tuesday, Thursday, 1:45-4:45.

Laboratory fee, $2.50.

Miss Barber

21. Plant Taxonomy.

Prerequisite: Biology 12-13, 20, or a year of standard high school Biology or Botany. One lecture and six hours laboratory a week. Three semester hours credit. Lecture: Tuesday, 12:00. Laboratory and field studies: Tuesday, Thursday, 1:45-4:45.

A study of the external morphology, identification, classification, and distribution of plants in the vicinity.

Laboratory fee, $2.50. Miss Barber

23. Bacteriology.

Required of sophomores majoring in Home Economics. Elective for others. Three semester hours credit. One lecture and four laboratory hours a week. Prerequisite: Biology 12 and Chemistry 10-11 or their equivalents. Lecture: Thursday, 1:45. Laboratory: Tuesday, Thursday, 2:45-4:45.

A general discussion of bacteria in all their relations, with special attention to the laboratory methods of studying bacteria, the preparation of culture media; principles of sterilization and disinfection; bacteriological examination of air, milk, water; and studies in fermentation, chiefly from the point of view of the householder.

Laboratory fee, $2.50. Miss Boomhour

25. Elements of Cryptogamic Botany.

Prerequisite: Biology 12-13. Two lectures and six laboratory hours a week. Lectures: Thursday, Saturday, 9:30. Laboratory: Monday, Wednesday, Friday, 8:30-10:30. Four semester hours credit.

A study of the morphology and life history of types of algæ, fungi, liverworts, mosses, and ferns.

Laboratory fee, $2.50. Miss Barber

30-31. Physiology and Hygiene, Advanced.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 11:00.

First semester. Physiology: The general structure and composition of the human body; the nervous system; digestive, circulatory, and respiratory systems; secretion and excretion; blood and lymph; reproduction.

Second semester. Hygiene: The subjects of exercise, bathing, clothing, etc.; contagion and infection; disinfection, and hygienic arrangement of the sick-room; community hygiene.

A course is given in "First Aid" as arranged by the American Red Cross. Those passing the examination in this course to be given a certificate from the American Red Cross.

TEXT AND REFERENCE BOOKS: Kirk, *Handbook of Physiology;* Flint, *Human Body;* Martin, *Human Body;* Schaffer and Flint, *American Textbook of Physiology;* Gray, *Anatomy.*

DR. CARROLL

32. Invertebrate Zoology.

Prerequisite: Biology 12-13. Four semester hours credit. Lectures: Monday, Friday, 12:00. Laboratory: Wednesday, Friday, 1:45-4:45.

A course dealing with the morphology, physiology, life history, and economic importance of a series of invertebrate animal types. Laboratory fee, $2.50.

MISS BOOMHOUR

33. Comparative Anatomy of Vertebrates.

Prerequisite: Biology 12-13. Four semester hours credit. Hours same as for course 32.

Lectures dealing with the morphology, physiology, and development of the various vertebrate organs and systems of organs. Various vertebrate types, including fish, amphibia, reptiles, birds, and mammals, to be dissected in the laboratory.

Laboratory fee, $2.50.

MISS BOOMHOUR

40. Genetics.

Prerequisite: Biology 12-13 or its equivalent. Three hours a week. Three semester hours credit. Tuesday, Thursday, Saturday, 9:30.

A course aiming to familiarize the student with the principles of heredity and variation. Results of genetical investigations in progress in the departments of both Botany and Zoloogy to be presented.

MISS BOOMHOUR

61. Teaching of Biology.

Prerequisite: Biology 20, 32.

One lecture and four laboratory hours a week. Lecture: Saturday, 9:30. Laboratory, Tuesday, Thursday, 8:30-10:30.

Laboratory fee, $2.50.

MISS BOOMHOUR

III. Chemistry

Lula Gaines Winston, *Professor*
Mary Elizabeth Yarbrough, *Assistant Professor*

Students majoring in Chemistry will be required to take Physics 30-31.

10-11. General Chemistry.

Required of freshmen majoring in Home Economics. Elective for others. Eight semester hours credit. Lectures: Sec. (*a*), Tuesday, Thursday, Saturday, 8:30; Sec. (*b*), Monday, Wednesday, Friday, 1:45. Laboratory: Sec. (*a*), Wednesday, Friday, 11:00-1:00; Sec. (*b*), Monday, Friday, 2:45-4:45.

This course includes a study of the occurrence, preparation, and properties of important metallic and nonmetallic elements and compounds. The historical development of the subject is traced, and the fundamental principles of chemistry are discussed as far as possible. Special emphasis is laid upon the practical application of the science to daily life.

Laboratory fee, $5.00.

Lectures: Miss Winston
Laboratory: Miss Yarbrough

20-21. Organic Chemistry.

Prerequisite: Chemistry 10-11. Eight semester hours credit. Lectures: Tuesday, Thursday, Saturday, 12:00. Laboratory 20, Monday, Wednesday, 11:00-1:00; Laboratory 21, Sec. (*a*), Tuesday, Thursday, 8:30-10:30; Sec. (*b*), Monday, Wednesday, 11:00-1:00.

The lectures are taken up with the study of the hydrocarbons and their derivatives. The laboratory periods for the first semester are given to exercises in qualitative analysis, while the remainder of the year is devoted to organic preparations.

Laboratory fee, $5.00. Miss Winston

30, 31. Quantitative Analysis.

Elective. Prerequisite: Chemistry 20-21. Two lectures and six hours of laboratory work a week. Four semester hours credit each semester. Lectures: Tuesday, Thursday, 12:00. Laboratory: Tuesday, Thursday, 1:45-4:45.

The classroom work includes the discussion of the methods used in the laboratory, the theory of quantitative separations and chemi-

cal calculations. The laboratory work includes standard gravimetric and volumetric methods of analysis.

Laboratory fee, $5.00. MISS YARBROUGH

34. Organic Chemistry—Carbocyclic Compounds.

Elective. Prerequisite: Chemistry 20-21. Three semester hours credit. Lectures: Monday, 9:30. Laboratory: Wednesday, Friday, 8:30-10:30.

This course is intended primarily for students preparing to study medicine. The laboratory periods are devoted to the preparation of the carbocyclic compounds, while the recitations are taken up with a theoretical study of these compounds.

Laboratory fee, $2.50. MISS WINSTON

40. Chemistry of Food and Nutrition.

Elective. Prerequisite: Chemistry 20-21. Four semester hours credit. Lectures: Tuesday, Thursday, Saturday, 8:30. Two hours of laboratory work.

This course includes a study of the chemistry and functions of foodstuffs; the amounts of food required in nutrition; and the composition and nutritive values of food materials.

TEXT: Sherman, *Chemistry of Food and Nutrition*, Fourth Edition. MISS YARBROUGH

61. Methods of Teaching Chemistry.

Elective. Prerequisite: Chemistry 20-21. Two hours of lecture and recitation, and two hours of laboratory work a week for the second semester. Three semester hours credit. Lectures: Wednesday, Friday, 8:30.

The chief aim is to prepare students to teach Chemistry in the high schools. MISS WINSTON

IV. Economics and Sociology

SAMUEL GAYLE RILEY, *Professor*
NETTIE SOUTHWORTH HERNDON, *Assistant Professor*

A course taken to satisfy a group requirement is not counted on the major, and course 10-11 is never so counted. Courses 20-21, 26 and 27, together with at least two of the courses numbered from 30 to 43, are required for the major.

10-11. Introduction to Social Science.

For freshmen in Home Economics. Monday, Wednesday, Friday, 1:45.

A survey of American economic life. Miss Herndon

20-21. Principles of Economics.

Open to sophomores, juniors, and seniors. Monday, Wednesday, Friday, 9:30. One section of this course to be given the first semester to satisfy the requirement for a certificate to teach History in high school. Mr. Riley

26. Modern Social Problems.

Not open to freshmen. Tuesday, Thursday, Saturday, 8:30. Miss Herndon

27. Principles of Sociology.

Not open to freshmen. Tuesday, Thursday, Saturday, 8:30. Miss Herndon

*[30. The Economics of Consumption.

Prerequisite: Economics 20-21. Monday, Wednesday Friday, 11:00.

A study of individual, family, and national consumption.] Miss Herndon

*[31. Labor Problems.

Prerequisite: Economics 20-21. Monday, Wednesday, Friday, 11:00.

A consideration of the problems of modern labor, such as unemployment, industrial insurance, trade unionism, and the status of the laborer.] Miss Herndon

32. Rural Problems.

Prerequisite: Sociology 26 or Sociology 27. Monday, Wednesday, Friday, 12:00.

A study of rural social conditions, with plans for improvement. Miss Herndon

* Not offered 1934-1935.

40. Social Problems of the Family.

Prerequisite: Sociology 26 or Sociology 27. Tuesday, Thursday, Saturday, 9:30.

The historical development and contemporary problems of marriage and the family. MISS HERNDON

41. Race Problems.

Prerequisite: Sociology 26 or Sociology 27. Tuesday, Thursday, Saturday, 11:00.

The history, causes, and effects of immigration; methods of assimilation. The negro problem. MISS HERNDON

43. Social Case Work.

For seniors. Prerequisites: Sociology 26, Sociology 27, and Sociology 40. Monday, Wednesday, Friday, 12:00.

A course intended for those desiring an insight into the methods of social treatment of unadjusted individuals and families. MISS HERNDON

V. Education

BUNYAN Y. TYNER, *Professor*
LILLIAN PARKER WALLACE, *Assistant Professor*
ETHEL EVANGELINE ENGLISH, *Assistant Professor*

All of the courses listed herein are designed primarily to prepare those who wish to teach in the public schools of the State. Courses marked (R) are required of all students who expect to secure a certificate of any kind; those marked (H) of those desiring certificates to teach High School subjects, Public School Music, or Fine Arts; those marked (P) of those desiring to teach in Primary Grades 1-3; those marked (G) of those desiring to teach in Grammar Grades 4-7. Courses marked (E) may be taken to meet professional requirements for all certificates.

HIGH SCHOOL TEACHER'S CERTIFICATES

Those who expect to secure a Class A certificate, to teach in High School, must meet the requirements listed below. *It is recommended that the subjects which are taught in high school be chosen for majors.*

I. Subject-Matter Courses

A first and second major should be selected from the following fields (the number of semester hours required for a certificate is indicated in parentheses):

English (24), French (18), German (18), Latin (24), History and Social Science (24), Mathematics (15), Science (30). The following combinations are suggested: English-Latin, English-French, English-History, Latin-French, History-Mathematics, History-French, Science-Mathematics, or—

A single major should be selected from the following: Fine Arts (30); Public School Music (30), including three semester hours in Voice; Home Economics (45).

II. Professional Courses

Educational Psychology (3).

Principles of Secondary Education (3).

Materials and Methods of Teaching the First or/and Second Majors (3 or 6).

Six semester hours chosen from courses in Education or Psychology marked (E). (6)

Observation and Directed Teaching (3).

These courses should be taken in the order here listed, all preceded by General Psychology. Total required, 18 semester hours.

GRADE SCHOOL TEACHER'S CERTIFICATES

Those who expect to teach in the grades must, in addition to meeting the requirements for a degree, meet the following specific requirements:

I. Subject-Matter Courses

English, including 6 hours of composition	12 semester hours
Children's Literature (Education 42)	2 or 3 semester hours
American History and Citizenship (32, 33)	6 semester hours
Geography (30, 31)	6 semester hours
Drawing (Art Education 20, 21)	4 semester hours
Industrial Arts (Art 35, 39)	2 semester hours
Music 10.6; 20.6; 21.6; 32.6-33.6	3 or 4 semester hours
Physiology and Health Education (Course 30-31)	6 semester hours
Physical Education (Course 60-61)	2 semester hours

II. Professional Courses

Educational Psychology	3 semester hours
Child Psychology	3 semester hours
School Organization and Classroom Procedures	3 semester hours
*Educational Measurements	3 semester hours
Elementary Education—Primary or Grammar Grades	6 semester hours
Observation and Directed Teaching	3 semester hours
Total	21 semester hours

*Students majoring in Primary Education may substitute some other course in Education for Educational Measurements if they so desire.

To meet the Physical Education requirement of 2 semester hours, course 60-61 may be substituted for a year of physical education required of all candidates for a degree. It is strongly recommended that all students planning to teach, either on the elementary or the high school level, take this course.

ELEMENTARY EDUCATION

(Suggested order of arrangement)

FRESHMAN YEAR

	Sem. Hrs.
English 10-11	6
Modern or Ancient Language	6
History 10-11 or Economics 10-11	6
Biology 12-13 or Chemistry 10-11	6
Mathematics 10-11, or one of the options listed above	6
	30

SOPHOMORE YEAR

	Sem. Hrs.
English 20-21	6
Religion 20-21	6
Modern or Ancient Language	6
Psychology 20	3

	Sem. Hrs.
Music 10.6	1
[1]Electives	8 to 10
	30 to 32

JUNIOR YEAR

	Sem. Hrs.
[1]Education 31	3
Psychology 33	3
Education 47 or 49	3
[2]Music 20.6 or 21.6	2
History 32-33	6
Geography 30, 31	6
Art Education 20-21	4
[2]Industrial Arts 35, 39	(2)
[3]Electives	3 to 6
	30 to 33

SENIOR YEAR

	Sem. Hrs.
Education 42	3
Education 46 or 48	3
Education 44	3
Biology 30-31	6
Music 21.6, or Ind. Arts 35, 39	2
[4]Education 37	(3)
Education 70	3
Physical Education 60-61	2
[3]Electives	6 to 9

31*, 31. Educational Psychology.

Prerequisite: Psychology 20. Sec. (*a*), Monday, Wednesday, Friday, 9:30; Sec. (*b*), Tuesday, Thursday, Saturday, 9:30;

[1] With the approval of the head of the Department of Education, Educational Psychology may be taken during the second semester of the sophomore year if Psychology 20 has been taken in the first semester. If Education 31 has been taken in the sophomore year an elective may be taken in its place the first semester of the junior year.

[2] Music 20.6 is for primary grades, and Music 21.6 is for grammar grades. If necessary in order to get in a second major, Music 21.6 or Industrial Arts 35, 39 may be omitted until the senior year.

[3] Students should plan a second major the first semester of the junior year and carry it through both the junior and senior years.

[4] Required on the grammar grade level. Recommended for primary and high school teachers as an elective in Education.

Sec. (*c*), Tuesday, Thursday, Saturday, 11:00. Sec. (*a*), first semester only. Secs. (*b*) and (*c*), second semester only.

An attempt is made to give the student a knowledge of psychological factors in their educational aspects. MR. TYNER.

32, 32*. Principles of Secondary Education. (H)

Elective for juniors and seniors. Prerequisite or parallel: Educational Psychology 31. First semester, Tuesday, Thursday, Saturday, 11:00; second semester: Monday, Wednesday, Friday, 8:30.

A consideration of the place and function of secondary education in our democracy; the organization and administration of the high school curriculum; student guidance and accounting; managerial factors; records and reports. MR. TYNER

33. Child and Adolescent Psychology. (P–G–E)

For description of course, and time given, see Child and Adolescent Psychology 33 (p. 73).

35. Abnormal Psychology. (E)

For description of course, and time given, see Abnormal Psychology 35 (p. 73).

37. Educational Measurements. (G–E)

Required of those who expect to teach in the grammar grades. Recommended to those who plan to teach in the primary grades and high school and to those majoring in the Social Sciences. Monday, Wednesday, Friday, 2:45.

MISS ENGLISH

39. History of Education. (E)

Elective for juniors and seniors. Prerequisite: History 10, 11, Tuesday, Thursday, Saturday, 9:30.

A survey of educational theories and practices from primitive times to the present; designed to provide a background for an approach to contemporary educational problems. The major emphasis is placed on modern education. MRS. WALLACE

40. Administration and Supervision of Public Education. (E)

Open to juniors and seniors. Prerequisite: Ed. 31, and 32 or 44. Tuesday, Thursday, Saturday, 8:30.

This course deals with the general principles of administration and supervision of public education. The influence of the several factors of control are noted and evaluated. The principal emphasis in the course, however, is upon the teacher's relation to the administrative and supervisory officials of the school system, with a view to the improvement of instruction in the classroom and the effective coördination of the various activities of the school as a whole.

MR. TYNER

42. Children's Literature. (P–G)

Elective for juniors. Tuesday, Thursday, Saturday, 12:00.

An extensive study of children's literature; the principles underlying the selection and organization of literary material for the grades. Dramatization and story-telling, and other factors, including the activities of the children which influence oral and written speech.

MISS ENGLISH

44. School Organization and Classroom Procedure. (P–G)

Required of students working toward elementary certificate. Elective for juniors. Not open to students taking Education 32. Monday, Wednesday, Friday, 2:45.

An attempt to consider in the light of scientific investigation and experience some of the factors and problems which confront the teacher in her daily work: the curriculum; the teacher; organization and control; extra-curricular activities; the school plant; records and reports; relation of teachers and pupils to one another; relation of school to community.

MR. TYNER

45. Philosophy of Education.

Open to juniors and seniors. Prerequisite: Ed. 31, and 32 or 44. Monday, Wednesday, Friday, 9:30.

An examination and discussion of the place of education in society, especially in its relationship to democracy. The viewpoints of such leaders as Plato, Aristotle, Locke, Hume, and Spencer are

considered, but the major emphasis is upon the views of contemporary educational leaders—Dewey, Horne, Kilpatrick, Bode, Morrison, Monroe, Briggs, and others. *The Educational Frontier*, a recent publication, is given special consideration. MR. TYNER

46. Elementary Education: Grades 1-3.

Monday, Wednesday, Friday, 12:00.

A study of materials and methods of teaching reading, language, spelling, and writing in the primary grades. Observation required and activities stressed. MISS ENGLISH

47. Elementary Education: Grades 1-3.

Monday, Wednesday, Friday, 12:00.

A study of materials and methods of teaching arithmetic, health, and social studies in the primary grades. Observation required and activities stressed. MISS ENGLISH

48. Elementary Education: Grades 4-7.

Monday, Wednesday, Friday, 11:00.

A study of materials and methods of teaching reading, language, spelling and writing in the grammar grades. Observation required. The course also considers teaching on the basis of directed learning through activity programs. MISS ENGLISH

49. Elementary Education: Grades 4-7.

Monday, Wednesday, Friday, 11:00.

A study of materials and methods in the grammar-grade subjects other than reading, language, spelling, and writing. Observation required and units of work developed and evaluated.

MISS ENGLISH

Departmental Courses (Materials and Methods)

60-61.

Description of these courses will be found under the several departments. Courses numbered 60-61, inclusive, count as Education, three hours of which are required for a high school certificate to teach in one field; six hours are required of those who wish a certificate to teach in two fields. The letter after the number indicates

the department from which the principal subject-matter of the course is taken. The following courses are offered for teachers on the high school level:

61 B. The Teaching of Biology.
61 C. The Teaching of Chemistry.
60 E. The Teaching of English.
61 F. The Teaching of French.
60 H. The Teaching of History.
60-61 H. E. The Teaching of Home Economics.
60 L. The Teaching of Latin.
60 M. The Teaching of Mathematics.
30.6–31.6 Mus. The Teaching of Music in the High School.
60-61 P. E. The Teaching of Physical Education.

Observation and Directed Teaching*

70.

At least 54 hours of observation and supervised teaching must be satisfactorily completed in order to qualify for the A certificate. At least 30 hours of this must be in actual teaching. Students are encouraged to get in as much more observation and teaching under supervision and guidance as time will permit. Arrangements are provided for this work to be done under well qualified and experienced teachers in some of the most progressive schools in the State. Hours will be arranged to meet the schedule and convenience of the student and of the school in which the observation and teaching are to be done. *At least two full class periods should be reserved in the schedule of seniors planning to teach in either the fall or spring semester.* Prerequisites to teaching on the high school level are: Psychology 20, Education 31, 32, and 60 or 61 in the subject in which teaching is to be done. On the elementary level: Psychology 20, Education 31, 35, and 46-47, or 48-49. The work essentially as outlined in the junior year is recommended. The department also expects a student to rank well in scholarship, especially in her major subjects, and in other ways to show promise of becoming a successful teacher, before being assigned to a school for supervised teaching. *Three semester hours credit.*

*If all the requirements have been met except observation and directed teaching, the Class B certificate will be issued. After one year of successful teaching experience the applicant may then be issued the Class A certificate.

VI. English

Julia Hamlet Harris, *Professor*
Mary Lynch Johnson, *Associate Professor*
Mary James Spruill, *Assistant Professor*
Carolyn Arnold Peacock, *Instructor*

English 10-11 is a prerequisite for English 20-21; English 20-21 is a prerequisite for all other courses in English except English 38-39. English 38-39, and either English 32-33 or English 42-43 will be required of all students who take a major in English. Students who enter Meredith with advanced standing and who take a major in English will be expected to take the elective work required for a major in English.

10-11. English Composition.

Required of freshmen. Three hours a week. Sec. (*a*), Tuesday, Thursday, Saturday, 8:30; Sec. (*b*), Monday, Wednesday, Friday, 9:30; Sec. (*c*), Tuesday, Thursday, Saturday, 9:30; Sec. (*d*), Monday, Wednesday, Friday, 12:00; Sec. (*e*), Tuesday, Thursday, Saturday, 12:00; Sec. (*f*), Monday, Wednesday, Friday, 2:45.

Composition based on selected masterpieces of literature. Themes and conferences. Staff

20-21. Outline History of English Literature.

Required of sophomores. Three hours a week. Secs. (*a*), (*b*), Tuesday, Thursday, Saturday, 11:00; Sec. (*c*), Monday, Wednesday, Friday, 1:45; Sec. (*d*), Monday, Wednesday, Friday, 2:45.

A general survey of English literature through the eighteenth century. Miss Johnson, Miss Spruill, Miss Peacock

32-33. Shakespeare.

Required of students taking a major in English. Tuesday, Thursday, Saturday, 8:30.

Detailed study of three plays. Rapid reading of others.
Miss Harris

38-39. Old English.

Open to sophomores, juniors, and seniors. Required of students taking a major in English. Monday, Wednesday, Friday, 1:45.

A study of the language, with selected readings from Old English prose and poetry. A study of Middle English during half the second semester. Miss Johnson

40. Milton.

Open to juniors and seniors. Monday, Wednesday, Friday, 11:00.

Detailed study of the poetry and of selections from the prose of Milton. Miss Harris

41. Browning.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 11:00.

A study of Browning, supplemented by selections from Tennyson and Arnold. Miss Johnson

42-43. The Principles of Literary Criticism.

Open to seniors. Tuesday, Thursday, Saturday, 9:30.

A study of the most important theories of poetry and of the principles of literary criticism. Reading of examples of the various types of literature for the application of these principles.

Miss Harris

45. American Literature.

Open to juniors and seniors. Monday, Wednesday, Friday, 11:00.

A survey course. Rapid reading of many selections, and a detailed study of a few others. Especial emphasis on the nineteenth century.

Miss Harris

46. Chaucer.

Open to juniors and seniors. Prerequisite: English 38-39. Tuesday, Thursday, Saturday, 11:00.

A study of the language and writings of Chaucer, with especial attention to the Canterbury Tales. Miss Johnson

*[47. English Romantic Poetry of the Nineteenth Century.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 11:00.

A study of Wordsworth, Shelley, and Keats, supplemented by selections from Coleridge, Byron, and Scott.] Miss Johnson

49. Eighteenth Century Prose.

Open to juniors and seniors. Monday, Wednesday, Friday, 8:30.

A study of eighteenth century prose, with emphasis on Johnson and his circle. Miss Spruill

50-51. Beowulf.

Open to seniors. Prerequisite: English 38-39. Hour to be arranged. Miss Johnson

60. The Teaching of English.

Open to seniors who are taking a major in English. Monday, Wednesday, Friday, 8:30.

A review of the subject-matter and a study of the methods involved in teaching English in high school. Discussions, reports, papers, and conferences. Miss Spruill

VII. English Speech

Florence Marian Hoagland, *Assistant Professor*

30. Fundamentals of Speaking and Reading.

Open to sophomores, juniors, and seniors. Tuesday, Thursday, Saturday, 12:00.

Theory and practice in the principles of reading and speech. To develop simple, intelligent reading and speaking.

31. Dramatic Production.

Open to sophomores, juniors, and seniors. Three semester hours credit. Monday, Wednesday, 2:45-4:45.

A study of amateur dramatics. Lectures and laboratory work in directing, acting, make-up, stage-setting, and other problems relating to the production of plays for schools and community groups. Plays to be studied and presented by the class. Laboratory fee, $1.00.

* Not given in 1934-1935.

VIII. French

Catherine Allen, *Professor*
Mary Louise Porter, *Associate Professor*
Ethel Kathryn Day, *Instructor*

4-5. Elementary French.

A course for those who do not offer French for entrance. Credit: two units or six semester hours. Tuesday, Thursday, Saturday, 11:00.

Special lessons in phonetics and in verbs. Dictation, drill exercises, questionnaires, elementary readings, a minimum of translation, frequent reviews. Emphasis on geography and on French life and culture.

Miss Porter

6-7. Elementary French.

A continuation of French 4-5. Prerequisite: one unit of French. Credit: two units or six semester hours. Monday, Wednesday, Friday, 8:30.

Miss Porter

10-11. First College Year.

Prerequisite: two units of French. Secs. (*a*), (*b*), Monday, Wednesday, Friday, 9:30; Sec. (*c*), Tuesday, Thursday, Saturday, 12:00; Secs. (*d*), (*e*), Monday, Wednesday, Friday, 1:45.

Emphasis on pronunciation and on verbs. Dictation, drill exercises, classroom use of French wherever possible. Aims to encourage appreciation of the language and of the civilization.

20-21. French Drama of the Seventeenth Century.

Prerequisite: French 10-11. Tuesday, Thursday, Saturday, 9:30.

Selected dramas of Corneille, Molière, Racine. Miss Porter

30-31. French Poetry.

Prerequisite: French 20-21. Tuesday, Thursday, Saturday, 12:00.

The middle ages, the poetry of chivalry, the courtly lyric of the fourteenth and fifteenth centuries. The sixteenth century, court and religious poetry. The seventeenth century, reform in poetry, the

lyric element in the work of the classic writers. The eighteenth century, the end of classicism. The nineteenth century, romantic poetry, Parnassian poetry, contemporary poetry. Miss Allen

*[42-43. Development of the French Novel.

Prerequisite: French 30-31. Monday, Wednesday, Friday, 11:00.

Origin of prose fiction in the middle ages. General tendencies of seventeenth century fiction. The eighteenth century; the novel as a study of society. The historical novel of the nineteenth century. The tendency of contemporary fiction.] Miss Allen

44. Advanced Course in Conversation.

Prerequisite: French 30-31. Monday, Wednesday, Friday, 1:45. Miss Allen

61. The Teaching of French.

Monday, Wednesday, Friday, 1:45.

Reports and discussion of methods. Consideration of modern language texts. Modern Language Journal read and discussed. Review of grammar. Miss Allen

IX. German

Catherine Allen, *Professor*

4-5. Elementary German.

A course intended to give students an opportunity to begin the study of German and to acquire a practical knowledge of the language. Credit: two units or six semester hours. Tuesday, Thursday, Saturday, 11:00.

Grammar, prose composition, drill in phonetics, reading of short stories and plays by modern writers, conversation, dictation. Emphasis on German life, culture, and geography.

6-7. Elementary German.

Prerequisite: One year of German. Credit: two units or six semester hours. Tuesday, Thursday, Saturday, 9:30.

Study of grammar continued. Reading, prose composition, and conversation. Themes in simple German based upon texts read. Aims to encourage appreciation of the language and of the civilization.

* Not given in 1934-1935.

10-11. German Literature.

A course presupposing a good knowledge of German grammar and the ability to understand simple German. Credit: six semester hours. Wednesday, Friday, 12:00.

Introduction to German literature. Outline of the history of German literature. Reading of selected dramas and poems of Lessing, Schiller, and Goethe, with a study of their lives.

Grammar, composition, and conversation continued.

X. History

SAMUEL GAYLE RILEY, *Professor*
NETTIE SOUTHWORTH HERNDON, *Assistant Professor*
LILLIAN PARKER WALLACE, *Assistant Professor*
ALICE BARNWELL KEITH, *Assistant Professor*

History 10 and 11 are prerequisites for all the courses in History. History 42 and History 43 are required for all students who take a major in History.

10. Modern European History, 1500-1815.

For freshmen and sophomores. Sec. (*a*), Tuesday, Thursday, Saturday, 8:30; Sec. (*b*), Monday, Wednesday, Friday, 9:30; Sec. (*c*), Tuesday, Thursday, Saturday, 11:00; Sec. (*d*), Monday, Wednesday, Friday, 12:00; Sec. (*e*), Monday, Wednesday, Friday, 1:45.

Conducted by means of informal discussions, occasional hour examinations, and a final examination at the close of the semester. A loose-leaf notebook and a large amount of collateral reading required of each student. STAFF

11. Modern European History since 1815.

For freshmen and sophomores. Hours and methods same as those of course 10. STAFF

20, 21. English History.

Prerequisite: History 10 and 11 or an equivalent. Monday, Wednesday, Friday, 8:30. MISS KEITH

22. Ancient History.

Prerequisite: History 10 and 11 or an equivalent. Monday, Wednesday, Friday, 1:45.

Designed to meet the needs of the students of the classics, and of those preparing for high school teaching. MRS. WALLACE

25. Medieval European History.

Prerequisite: History 10 and 11 or an equivalent. Monday, Wednesday, Friday, 1:45. MRS. WALLACE

26. Modern European History, 1815-1914.

Prerequisite: History 10 and History 11. Tuesday, Thursday, Saturday, 11:00. MRS. WALLACE

31. Recent European History.

Prerequisite: History 10 and 11 or an equivalent. Tuesday, Thursday, Saturday, 11:00. MRS. WALLACE

32, 33. American History.

Prerequisite: History 10 and 11. A survey course designed to meet the needs of students who are preparing to teach in the grades. Tuesday, Thursday, Saturday, 12:00. MISS KEITH

34. Political and Social History of the United States to 1789.

Prerequisite: History 10 and 11. A survey of the political and social development of the Colonial and Revolutionary periods. Tuesday, Thursday, Saturday, 9:30. MR. RILEY

35. Political and Social History of the United States, 1789-1865.

Prerequisite: History 10, History 11, and History 32, 33 or History 34. A continuation of History 34. Tuesday, Thursday, Saturday, 9:30. MR. RILEY

42. Political and Social History of the United States since 1865.

Prerequisites: History 32, 33 or History 34 and History 35. A continuation of courses 34 and 35. Sec. (*a*), Monday, Wednesday, Friday, 11:00; Sec. (*b*), Monday Wednesday, Friday, 12:00. Required of students whose major is History.

MR. RILEY

43. Studies in the Social History of the United States, 1829-1861.

Prerequisite: History 32, 33 or History 34, 35. Hours same as course 42. MR. RILEY

46. National Government of the United States.

Prerequisite: History 34, 35 or an equivalent. Monday, Wednesday, Friday, 1:45. MISS KEITH

47. State and Local Government in the United States.

Prerequisite: History 34, 35 or an equivalent. Monday, Wednesday, Friday, 1:45. MISS KEITH

60. Teaching of History.

For seniors majoring in History. Tuesday, Thursday, Saturday, 12:00.

(Also described as Education 60 H. Credit in Education.)

MRS. WALLACE

XI. Home Economics

ELLEN DOZIER BREWER, *Professor*
JENNIE M. HANYEN, *Associate Professor*

Students majoring in Home Economics with a view to teaching it should include in their course, in addition to the general requirements for the degree, the following courses: In the freshman year, Textiles and Clothing 10; in the sophomore year, Bacteriology, Chemistry 20-21, and Foods and Cookery 20-21; and in the junior and senior years, Physics, Physiology 30-31, Textiles and Clothing 34 or 44, Home Nursing, Child Development, Nutrition 30, Foods and Cookery 31, Home Management 40, Home Management Residence, House Planning and Furnishing, Family Relationships 40,

Methods of Teaching Home Economics, and 12 hours of Education. These subjects, in addition to meeting the State requirements for an A certificate to teach Home Economics, will complete the two majors required by the college. The State Department of Education recommends that students be prepared to teach in two fields. By adding to the above subjects a course in Geography it is possible to secure also an A certificate in General Science.

10-11. Textiles and Clothing.

Six semester hours credit. Lectures: Tuesday, Thursday, 9:30. Laboratory: Sec. (*a*), Monday, 11:00-1:00; Wednesday, 2:45-4:45; Sec. (*b*), Wednesday, Friday, 11:00-1:00.

A course including the psychology of line and color in dress, with emphasis upon clothing suitable for individual types and various occasions. A study of the commercial pattern in the construction of simple outer and inner garments for self, the use and care of sewing machines, clothing budget, and textiles.

Miss Hanyen

15. Home Appreciation.

Elective for freshmen and sophomores in all courses. Tuesday, Thursday, Saturday, 9:30.

Intended primarily to help students in their adjustment to different kinds of group living. A study of the modern family and its constituent parts, college relationships, responsibility for proper spending of the family income, the individual and family budget, the economics and ethical principles of dress, principles of food selection, and the use of a time schedule under varying conditions.

Miss Brewer

20-21. Foods and Cookery.

Required of sophomores majoring in Home Economics. Open to other sophomores, juniors, and seniors. Six semester hours credit. Lecture: Wednesday, 8:30. Laboratory: Monday, 1:45-3:45; Friday, 1:45-4:45.

A course designed to give a knowledge of the fundamental principles and processes involved in the preparation, preservation, and serving of foods. Attention to menu-making and food costs, and opportunity of serving well-balanced meals at a moderate cost.

Miss Brewer

30. Nutrition.

Prerequisites: Cookery 20-21 and Chemistry 20-21. Three semester hours credit. Lectures: Wednesday, Friday, 12:00. Laboratory: Monday, 11:00-1:00.

A course designed to give a knowledge of the nutritive requirements of the individual throughout the various stages of life. Typical dietaries prepared for persons of different ages and economic conditions. Miss Brewer

31. Foods and Cookery.

Prerequisite: Cookery 20-21. Three semester hours credit. Lecture: Wednesday, 9:30. Laboratory: Monday, 10:00-1:00; Friday, 11:00-1:00.

A course in advanced cooking and meal serving. Food composition and combination studied in connection with the planning, preparation, and serving of typical meals. Special attention to the economics of the food situation. Miss Brewer

32. Home Cookery.

Elective for juniors and seniors in all courses. Three semester hours credit. Lecture: Tuesday, 1:45. Laboratory: Tuesday, 2:45-4:45; Thursday, 1:45-4:45.

A brief course in food selection, preparation, and service, planned for students majoring in other fields. Miss Brewer

34. Textiles and Clothing.

Prerequisite: Textiles and Clothing 10-11. Three semester hours credit. Lectures: Tuesday, Thursday, 1:45. Laboratory: Tuesday, Thursday, 2:45-4:45.

Alternating with Clothing 44. The adaptation of commercial and drafted patterns, renovation of fabrics, and the remodeling of garments. Foundation patterns for underwear and dresses drafted to measure. Miss Hanyen

35. Home Nursing.

Friday, 1:45.

Prevention of illness in the home. Home care of the sick, including improvised nursing equipment. First-aid work necessary to meet emergencies within the home. Miss Hanyen

36. Home Appreciation.

Elective for juniors and seniors in all courses. Tuesday, Thursday, Saturday, 11:00.

Subject-matter similar to that outlined under Home Appreciation 10. Method of approach and application differing to meet the needs of advanced students. MISS BREWER

37. Child Development.

Monday, Wednesday, 1:45.

A study of the child from infancy through the pre-school period, dealing with pre-natal influence, home environment, and the physical, mental, and emotional development. Opportunity given for the observation of pre-school children. MISS HANYEN

40. Home Management.

Three semester hours credit. Tuesday, Thursday, Saturday, 12:00.

The application of scientific principles to the problems of the modern home-maker. The apportionment of time and of the income, the efficient organization of the household, and economic and social relationships of the family. MISS BREWER

41. House Planning and Furnishing.

Three semester hours credit. Tuesday, Thursday, Saturday, 12:00.

A study of the house plan from the standpoint of convenience and artistic effect. The selection of household furnishings and attractive arrangement of interiors. MISS BREWER

42. Home Management Apartment Residence.

Open to seniors taking a major in Home Economics. Prerequisite or parallel: Home Management 40. Two semester hours credit.

Residence for students in groups of four in the home management apartment for one month. An opportunity for the practical application of the work in other courses in Home Economics, and some experience in the organization and administration of a household.

*[44. Textiles and Clothing.

Prerequisite: Textiles and Clothing 10-11. Three semester hours credit. Lectures: Tuesday, Thursday, 1:45. Laboratory: Tuesday, Thursday, 2:45-4:45.

A course including the application of principles of design and color harmony in dress, with problems modeled on the form, the completion of the costume by designing and making of hats and accessories, the construction of children's clothing, and tailoring.]

Miss Hanyen

60-61. Methods of Teaching Home Economics.

Six semester hours credit. Tuesday, Thursday, Saturday, 8:30.

A study of the methods of teaching Home Economics in high schools. Observation, the making of lesson plans, and supervised teaching. Miss Hanyen

XII. Latin

Helen Price, *Professor*

All courses numbered above 19 count toward a Latin major. If Latin 8-9, or its equivalent, has been successfully completed in college, Latin 10, 11, with the approval of the head of the department, may be counted toward a major.

6-7. Elementary Latin. Reading of simple Latin.

Open to students who offer less than two units of Latin for entrance. Credit: two units or six semester hours. Tuesday, Thursday, Saturday, 8:30.

8-9. Prose Authors and Vergil's Æneid.

Prerequisite: Two units of Latin for entrance or Latin 6-7. Monday, Wednesday, Friday, 1:45.

10. Cicero, De Amicitia, and Catullus. Prose Composition.

Prerequisite: Four units of Latin for entrance or Latin 8-9. Tuesday, Thursday, Saturday, 9:30.

11. Horace, Odes and Epodes.

Hours same as those of course 10.

* Not given in 1934-1935.

*[20. Cicero's Letters. Pliny's Letters.
Elective for sophomores and juniors. Wednesday, Friday, 9:30.]

*[21. Latin Elegiac Poetry.
Elective for sophomores and juniors. Wednesday, Friday, 9:30.]

*[22. Roman Private Life.
Elective for sophomores and juniors. No reading knowledge of Latin required. Monday, 9:30.]

*[23. Roman Religion and Philosophy.
No reading knowledge of Latin required. Monday, 9:30.]

30. Latin Comedy.
Elective for sophomores and juniors. Monday, Wednesday, Friday, 9:30.

31. Roman Satire.
Elective for sophomores and juniors. Wednesday, Friday, 9:30.

33. History of Latin Literature.
Elective for sophomores and juniors. No reading knowledge of Latin required. Monday, 9:30.

37. Roman Life and Thought.
Second semester. Monday, Wednesday, Friday, 12:00. Elective for juniors and seniors. No reading knowledge of Latin required.

*[41. Vergil, Georgics and Eclogues, Æneid VII-XII.
Elective for seniors. Same hours as 60.]

42. Roman Historians.
Elective for juniors and seniors. Wednesday, Friday, 8:30.

* Not given in 1934-35.

43. Lucretius.
Elective for juniors and seniors. Wednesday, Friday, 8:30.

44, 45. Sight-Reading of Latin.
Prerequisite: Latin 10-11. Two hours recitation. One hour credit. Tuesday, Thursday, 1:45.

47. Advanced Latin Composition.
Prerequisite: Latin 60. One hour. Second semester. Hour to be arranged.

*[60. Teaching of Latin.
Elective for seniors. Monday, Wednesday, Friday, 12:00.]

XIII. Greek

Helen Price, *Professor*

20-21. Elementary Course.
Open to all students. Monday, Wednesday, Friday, 11:00.

30-31. Plato's Apology. Homer's Iliad.
Prerequisite: Greek 20-21. Monday, Wednesday, Friday, 2:45.

34-35. Greek Tragedy.
Three hours a week throughout the year. Open to those who have completed Greek 30-31.

36. Greek Life and Thought.
First semester. Monday, Wednesday, Friday, 12:00. Elective for juniors and seniors. No reading knowledge of Greek required.

XIV. Mathematics

Ernest F. Canaday, *Professor*
Doris Katherine Tillery, *Instructor*

Courses 10, 11, 60 do not count on a major.

10. College Algebra.
Sec. (*a*), Monday, Wednesday, Friday, 9:30. Sec. (*b*), Tuesday, Thursday, Saturday, 9:30; Sec. (*c*), Monday, Wednesday, Friday, 1:45. Staff
Text: Hart.

* Not given in 1934-1935.

11. Trigonometry.

Sec. (*a*), Monday, Wednesday, Friday, 9:30; Sec. (*b*), Tuesday, Thursday, Saturday, 9:30; Sec. (*c*), Monday, Wednesday, Friday, 1:45.

TEXT: Brink. STAFF

13. Solid Geometry.

Monday, Wednesday, Friday, 2:45.

TEXT: Hawkes, Luby, Touton. MISS TILLERY

15. Mathematical Principles of Accounting.

Monday, Wednesday, Friday, 9:30. MISS TILLERY

20-21. Plane and Solid Analytic Geometry.

Prerequisite: Course 11. Tuesday, Thursday, Saturday, 11:00.

TEXT: Siceloff-Wentworth-Smith. MR. CANADAY

30-31. Differential and Integral Calculus.

Prerequisite: Course 20-21. Monday, Wednesday, Friday, 11:00.

TEXT: Ford. MR. CANADAY

40. Theory of Equations.

Prerequisite: Course 20-21. Tuesday, Thursday, Saturday, 8:30.

TEXT: Dickson. MR. CANADAY

41. College Geometry.

Prerequisite: Course 20-21. Tuesday, Thursday, Saturday, 8:30.

TEXT: Altshiller Court. MR. CANADAY

60. Methods of Teaching Mathematics.

Prerequisite: Course 20-21. Counts as three hours Education. Tuesday, Thursday, Saturday, 9:30.

Review of subject-matter, study of methods involved in high school teaching, investigation of high school texts and materials, reading in mathematical history and current magazines. MISS TILLERY

XV. Physics, Astronomy, Geology, Geography

J. Gregory Boomhour, *Professor*
Ethiel Evangeline English, *Assistant Professor*

PHYSICS

30-31. General Physics.

For juniors and seniors. Three hours a week. Three hours lecture and recitation and two hours laboratory. Lectures: Monday, Wednesday, Friday, 9:30. Laboratory: Monday, 2:45-4:45.

A study of the elementary fundamental principles of Physics. Lectures, class demonstrations, occasional quizzes, and laboratory work based on mechanics, sound, light, heat, magnetism, and electricity. Special attention given to the explanation of the phenomena of everyday life. Mr. Boomhour

ASTRONOMY

36. General Astronomy.

For juniors and seniors. Three hours a week for the first semester. Tuesday, Thursday, Saturday, 1:45.

An introductory study of the facts and principles underlying the science of astronomy. Two hours a month given to the observation and study of constellations.

Text: Todd, *New Astronomy.* Mr. Boomhour

GEOLOGY

39. General Geology.

For juniors and seniors. Prerequisite: Chemistry and Biology. Three hours a week for the second semester. Tuesday, Thursday, Saturday, 1:45.

A study of the natural phenomena which affect the earth's structure and topography, and the varied changes that have taken place in plant and animal life. Two hours a month given to field study of quarries and topography.

Text: Chamberlin and Salisbury, *Introductory Geology.*
Mr. Boomhour

GEOGRAPHY

30. Principles of Human Geography.

Open to sophomores and juniors. Monday, Wednesday, Friday, 1:45.

An introductory world-wide survey of the distribution and characteristics of the elements of the natural environment, with particular reference to the bearing of the natural environment on the economic life of man. MISS ENGLISH

31. Geography of North America.

Open to sophomores and juniors. Monday, Wednesday, Friday, 1:45.

The continent is divided into natural regions, each of which is studied with regard to its physical features, resources, and economic activities. MISS ENGLISH

XVI. Psychology and Philosophy

FLORENCE MARIAN HOAGLAND, *Assistant Professor*

20, 20*. General Psychology.

Required for the A.B. degree. Sec. (*a*), Tuesday, Thursday, Saturday, 8:30; Sec. (*b*), Tuesday, Thursday, Saturday, 9:30. Sec. (*a*), both semesters.

22. General Psychology with Laboratory Work.

Meets the requirement in psychology for the A.B. degree. Required of students taking a major in psychology; open to other students. Monday, Wednesday, 2:45-4:45.

33. Child Psychology.

Prerequisite: Psychology 20 or 22. Tuesday, Thursday, Saturday, 11:00.

A survey of the present knowledge of the psychological development of the child through the adolescent years. Discussion of theories and experiments relating to child behavior and mental hygiene.

35. Abnormal Psychology and Mental Hygiene.

Prerequisite: Psychology 20 or 22. Monday, Wednesday, Friday, 12:00.

A survey of mental disorders and problems of maladjustment in their relation to normal mental life.

44. History of Ancient and Medieval Philosophy.

Open to juniors and seniors, and to sophomores with permission. Monday, Wednesday, Friday, 9:30.

Special emphasis on Plato and Aristotle.

45. History of Modern Philosophy.

Open to juniors and seniors, and to sophomores with permission. Monday, Wednesday, Friday, 9:30.

Readings from Bacon, Hobbs, Descartes, Spinoza, Locke, Berkeley, Hume, Kant, Hegel, and Schopenhauer.

XVII. Religion

LEMUEL ELMER MCMILLAN FREEMAN, *Professor*
ISAAC MORTON MERCER, *Assistant Professor*

Each student is required to take during her sophomore or junior year three semester hours of Religion from the following: Religion 20, 21, and three from 20, 21, 33, 35, 42, 43, 44, 45.

A student who is to count Religion for a first major must elect at least eighteen semester hours, as follows: Nine semesters from Religion 20, 21, 33, 35, 40, 41, 42, 43, 44, 45. The remaining courses may be elected with the approval of the head of the department from other courses. Those who are planning to attend the Training School or Seminary are to take most of the last six or twelve hours in courses 30 to 35 and 40 to 45.

A student who is to count Religion as a second major will elect three hours from Religion 20, 21, three hours from 30, 31, 32, 33, and three or more hours from other courses.

10. The Principles of Church Efficiency.

Open to freshmen and sophomores. Tuesday, Thursday, Saturday, 9:30.

After a brief survey of American Baptist history and distinguishing Baptist principles, attention is directed to methods of promoting the efficiency of local churches.

The various forms of activity in the local church are studied. Attention is given to the organization and work of the W. M. U., the B. Y. P. U., the Daily Vacation Bible School, and the Sunday School. Religious surveys, methods of enlistment, evangelism, and the social side of church life are investigated. MR. MERCER

12, 13. Missions.

Open to freshmen and sophomores. Tuesday, Thursday, Saturday, 12:00.

In this course the Biblical ground for missions, the history of missions, and the various forms of Southern Baptist mission work carried on at home and abroad are studied. MR. MERCER

20. Old Testament History.

Open to sophomores and juniors. Students who offer this as prescribed work are required to complete this course by the end of the junior year. Sec. (*a*), Monday, Wednesday, Friday, 9:30; Sec. (*b*), Monday, Wednesday, Friday, 11:00.

This course gives a brief survey of Old Testament History. It aims to give a knowledge of the history of the Hebrews, the religious and moral ideals of their great leaders, to discover Israel's contribution to human progress, and to prepare the student to appreciate the various forms of Old Testament literature.

TEXTS: *American Standard Version of the Bible;* Smyth, *How We Got Our Bible.* MR. FREEMAN and MR. MERCER

21. New Testament History.

Open to sophomores and juniors. Students who offer this as prescribed work are required to complete this course by the end of the junior year. Sec. (*a*), Monday, Wednesday, Friday, 9:30; Sec. (*b*), Monday, Wednesday, Friday, 11:00.

The Life of Christ and the History of the Apostolic Age are studied.

TEXTS: Stevens and Burton, *A Harmony of the Gospels;* Burton, *Records and Letters of the Apostolic Age.*

MR. FREEMAN and MR. MERCER

24. Religious Education.

Tuesday, Thursday, Saturday, 11:00.

This course is a general introduction to Religious Education, particular attention being given to its principles and institutions.

TEXT: Price, *An Introduction to Religious Education.*

MR. FREEMAN

25. Sunday School Teaching.

Tuesday, Thursday, Saturday, 11:00.

The teaching methods of Jesus are studied and compared with methods now in use. Considerable time is given to lesson construction. Opportunity is given for visiting some of the Raleigh Sunday Schools. MR. FREEMAN

*[30. Old Testament Interpretation.

Prerequisite: Religion 20. Monday, Wednesday, Friday, 1:45.

Selections from the prophetical writings are used in the course.]

*[31. New Testament Interpretation.

Prerequisite: Religion 21.]

32. Old Testament Interpretation.

Prerequisite: Religion 20. Monday, Wednesday, Friday, 1:45.

Selections from the poetical writings of the Old Testament are used in this course. Considerable time is spent on the Book of Job. MR. FREEMAN

33. Christian Doctrines.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 9:30.

This is a brief course in what is commonly called theology. In it are studied the fundamental teachings of God's Word concerning God himself, His existence, nature and activities, man and sin, salvation and the kingdom of God, the Church, and the future life. MR. MERCER

*[35. Biblical Literature.

Open to sophomores, juniors, and seniors. Monday, Wednesday, Friday, 1:45.

Representative selections from both the Old and the New Testament are studied as literature. Attention is given to the circumstances under which the various kinds of literature were produced. Emphasis is placed on reading the Bible for understanding and appreciation.] MR. FREEMAN

*[40. Pre-Reformation Church History.

Monday, Wednesday, Friday, 12:00.

This course covers the history of Christianity from the close of the Apostolic Age to the time of the Reformation. After a survey

* Not given in 1934-1935.

of the field covered by the course, attention is given to the influence of outstanding persons and the growth of ecclesiastical institutions. Lectures, parallel reading, and class discussion.] MR. FREEMAN

*[41. Church History from the Beginning of the Reformation to the Present.

Monday, Wednesday, Friday, 12:00.

The influences leading to the Reformation and its religious, political, moral, and intellectual results are considered. Religious development from the Reformation to the present is traced, special attention being given to the rise of the principal denominations and the influence of representative leaders.] MR. FREEMAN

42. Theism.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 9:30.

The various arguments for the existence of God are considered, and an effort is made to understand philosophically the relation between God and the world. Lectures, parallel reading, and class discussion. MR. FREEMAN

43. The History of Religion.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 9:30.

The most important religions of the past and present are studied with a view to understanding their principal teachings and influence. MR. FREEMAN

*[44. Christian Ethics.

Open to juniors and seniors. Monday, Wednesday, Friday, 12:00.

The moral principles of Christianity are studied with reference to present-day social problems.] MR. FREEMAN

*[45. Present-day Religious Problems.

Open to juniors and seniors. Monday, Wednesday, Friday, 12:00.

Several of the most important tendencies of religion are studied. Opportunity is given for considerable reading.] MR. FREEMAN

* Not given in 1934-1935.

XVIII. Physical Education

Gertrude Royster Sorrell, *Director*

All students when entering college are given a physical examination by the resident physician and physical director. If this should show reason why a student should not take the regular work, then special exercises adapted to her needs will be prescribed for her. A special examination is required before a student is entered for the heavy field sports.

A new uniform, at moderate price, has been adopted, and students are advised to wait until they arrive at college before they provide themselves with an outfit. The suit selected by the department is economical and is the standard uniform.

On the college grounds are courts for tennis, basketball, volleyball, hockey, and archery.

All resident students are required to take two hours a week of physical education. Seniors who have passing grades for six semester hours are allowed optional attendance. As far as possible, students are organized in classes according to the number of years they have had the work.

Students are credited in the physical and field work on the basis of faithfulness, punctuality, and effort.

At the close of the interclass basketball and hockey games, letters are awarded to the best players. A handsome silver loving cup is also offered yearly to the team winning in an interclass basketball contest. To the champion of the interclass tennis tournament letters are awarded.

The athletics committee of the faculty, with the physical director, has control of all field sports.

60-61. Methods and Materials for Teaching Physical Education.

Elective for a limited number of juniors and seniors. Two semester hours credit allowed by the State Department for those who apply for a Primary Certificate or a Grammar Grade Certificate.

A course including story plays, singing games, rhythmic plays, schoolroom and playground games, educational and corrective gymnastics, and folk dances. Instruction given in outdoor sports, hockey, basketball, tennis, track, and archery. A notebook required. This course may be substituted for one year of the required work in Physical Education.

Meredith College Library
RALEIGH, N. C.

Department of Music

Leslie P. Spelman, *Professor*
May Crawford, *Associate Professor*
Charlotte Elizabeth Armstrong, *Associate Professor*
Ethel M. Rowland, *Associate Professor*
Aileen McMillan, *Acting Assistant Professor*
Virginia Branch, *Instructor*
Alverda Rosel, *Instructor*
Margaret Highsmith Brown, *Lecturer*
Christian D. Kutschinski, *Instructor*

The courses in the Department of Music fall into four principal groups, namely: courses in history and appreciation designed primarily as cultural courses for students not specializing in music, courses in teaching methods designed to prepare for work as a teacher of music (in the public schools or as a private teacher), courses in theory and composition designed to furnish a solid background for the understanding and interpretation of the greatest music as well as to develop to the fullest the creative ability of the individual, and courses in singing and playing leading to artistic performance. The importance of supplementing a musical education by a liberal cultural education is now more than ever before realized. While it is true that there are those who have attained success in music with little or no cultural background, they are the exceptions, and most eminent musicians have been persons of liberal education, for the understanding and appreciation of music are governed to a large extent by the understanding and appreciation of life. For this reason the literary requirements for entrance and graduation with the major in music are considered very essential and made an important part of the total requirements for a degree.

Admission to Classes

A. *Literary Requirements.*

For admission to the freshman class a candidate must offer fifteen units of the entrance requirements for the A.B. degree.

For a detailed description of these courses see pages 24-28. A unit represents four one-hour recitations or five forty-five-minute recitations a week throughout a secondary school year, and is estimated to be equivalent to one-fourth of the work in one year in the high school.

Every candidate for a degree must offer:

English	4 units
French or German	2 units
*Electives	9 units
Total	15 units

B. *Musical and Technical Requirements.*

Students are graded in music according to the quality as well as the quantity of work done, and therefore on entering are classified only tentatively until the value of their entrance music can be determined. Students are assigned to teachers according to their needs and abilities, and resident students may study only with teachers engaged by the college.

1. *For admission with the major in piano* a student should be able to play:

(a) All scales and arpeggios, major and minor, through four octaves, parallel motion, at a moderate tempo.

(b) Several studies of the difficulty of: Duvernoy Op. 120, Bertini Op. 100, Czerny Op. 636, Jensen "25 Piano Studies," Heller Op. 46, Gurlitt Op. 54.

(c) A sonata of the difficulty of Mozart *Sonata in C major,* Haydn *Sonata in C major,* Beethoven Sonatas Op. 49, Nos. 1 and 2.

*Any required or elective subjects allowed for entrance to the A.B. course may be offered (see page 23); also a half-unit or a unit in the Theory of Music will be accepted, according to the amount of time given to the work.

(d) Lighter pieces of the difficulty of Tschaikowsky *Song of the Lark,* Schytte *Witches' Revel,* Schubert *Scherzo in B flat,* Merkel *Butterfly.*

2. *For admission with the major in organ* a student should be able to play one or more of the *Eight Short Preludes and Fugues* of Bach as well as lighter pieces by Dubois, Guilmant, Smart, and other composers. A few talented students who have never studied organ, but who are well prepared in piano, may be admitted without previous study of the organ, at the discretion of the instructor.

3. *For admission with the major in voice* a student should possess a good natural voice and a correct musical ear. Some knowledge of the piano will be found helpful and will reduce the time to be devoted to piano as a secondary subject. In general, applicants for admission with the major in voice will be expected to sing several songs, for at least one of which they should play their own accompaniment.

4. *For admission with the major in violin* a student should have theoretical and practical knowledge of all positions and all bowings, and should be able to play all major and minor scales through two octaves, at moderate tempo. In addition, etudes of the difficulty of Laoureux Book II, Mazas Op. 36, Kayser Op. 20; pieces by Bohm, Dancla, Bériot, Raff, and other composers; and a movement from a sonata or simple concerto should be offered. Some knowledge of the piano will be found helpful and will lessen the time to be devoted to piano as a secondary subject.

5. *For admission with the major in violoncello* a student should have studied the first two volumes of Dotzauer *Violoncello Method* or Pottier *Violoncello Method,* Tabbs *Position Studies,* and Bast *Book of Scales and Arpeggios;* and should offer several pieces by Schmidt, Blair, Popper, Golterman, or

other recognized composers. A few talented students who have a good musical foundation in piano or violin, but who have not studied violoncello, may be admitted at the discretion of the instructor.

6. *For admission with the major in public school music* a student should give evidence of having taken enough work in piano or voice, or both, to be able to complete in four years the requirements for the degree with the major in public school music.

7. *For admission with the major in composition* a student should possess a sensitive musical ear and should present enough original work to satisfy the instructor that she can pursue the course with profit.

Conditioned Students

Freshmen must offer fifteen units and are not allowed any conditions in literary subjects. Freshmen must remove all conditions in practical music by the end of the first semester.

Sophomores may have conditions not exceeding three hours, but only a slight condition in practical music will be allowed. Sophomores must remove all conditions in practical music by the end of the first semester.

Juniors and seniors may be conditioned to the extent of three hours in their theoretical and literary work, but no student will be rated as a junior or senior if conditioned in her major subject.

Irregular Students

Those who cannot meet the entrance requirements in practical music, but who offer fifteen entrance units, including three in English and two in French or German, may be classed as irregular students in music.

Requirements for Graduation

To be entitled to a degree of Bachelor of Science in Piano, Organ, Violin, Violoncello, Composition, Voice, or Public School Music as major, the student, in addition to the fifteen units offered for entrance, must have satisfactorily completed the course as outlined on pages 86-91 of the catalogue, and with the major in Piano, Organ, Violin, Violoncello, or Voice must have given a public recital of standard works from memory in a creditable and artistic manner. Graduates in Violin, Violoncello, Composition, Voice, and Public School Music must have completed sufficient work in piano to satisfy the requirements for Secondary Piano. Graduates in Composition must have had a program of their works performed at the college in lieu of a graduation recital.

In Piano, Organ, Violin, or Violoncello the requirements are forty-eight semester hours of literary work, thirty-six semester hours of theoretical work, and thirty-eight semester hours of practical music. In Composition the requirements are the same, except that a student may substitute not more than eight semester hours of additional theoretical work for the same amount of work in practical music, at the discretion of her major professor.

In Voice the requirements are forty-eight semester hours of literary work, twenty-six semester hours of theoretical work, thirty-eight semester hours of practical music, and ten semester hours of either literary or theoretical courses as outlined on pages 88-89.

In Public School Music the requirements are forty-eight semester hours of literary work, sixty-six hours of theoretical and practical music, and eight semester hours chosen from either group as outlined on pages 90-91.

A student counting theoretical music as a major toward the B.S. degree must complete, Solfeggio 16.0-17.0, Harmony 10.0-

11.0, Music History 20.1-21.1, and enough other theoretical work to total not less than 12 hours. A student counting Practical Music as a major toward the B.S. degree will be expected to accompany this work by such theoretical courses as the head of the department may deem advisable.

Each student is required to take approximately forty-five hours of work a week, and no student may take more than forty-eight hours of work a week except by action of the committee on prescribed and extra work.

During the regular examination week at the end of each semester all students majoring in the department take an examination before the college music teachers, and are graded accordingly.

Equipment

Five grand pianos, forty upright pianos, a large three-manual organ, a two-manual and pedal reed organ, a pedal piano, and numerous orchestral instruments furnish thorough equipment for efficient teaching.

Students' Recitals

Students' recitals are held once a week, at which all music students are required to be present, and in which they are required to take part when requested to do so by their teachers.

Freshmen and sophomores majoring in piano, organ, voice, violin, or violoncello will appear in recital at least once each semester, except that freshmen may be excused the first semester. Juniors will be heard at least twice each semester, and seniors at the discretion of their major professors. Students may give individual recitals at the discretion of their major professors, after receiving the sanction of the head of the department.

Concerts

One of the most important parts of a musical education, as well as one of the best sources of inspiration for hard work, is the hearing of concerts by eminent artists. The college appropriates a substantial fund to bring musicians as well as lecturers to the campus, and many opportunities are thereby afforded for hearing the best music well performed. In addition, the Raleigh Civic Music Association and other organizations frequently bring artists to Raleigh for recitals, which music students can usually arrange to attend. Also, there are in Raleigh many excellent musical organizations that in their programs give opportunity to hear the finest choral and instrumental works. Members of the faculty of the Department of Music, too, are very active as recitalists, and the Faculty Concerts* given throughout the college year include works from all schools of composition, and for organ, piano, violin, violoncello, voice, and combinations of these instruments, and are a very important part of the life of the college.

Supplies

The college maintains a supply store at which students may purchase the music and supplies needed in their studies, thus avoiding any delay in getting them. The college does not grant students credit, but those who wish the convenience of a charge account may deposit any desired sum of money with the store with the understanding that the amount not used in the purchase of supplies will be returned at the end of the year.

*Programs of these concerts may be obtained upon application to the Professor of Music.

Outline of Course Leading to Degree of Bachelor of Science, with the Major in Piano, Organ, Violin, Violoncello, or Composition

FRESHMAN YEAR

Subjects	Semester Hours	Total Hours Per Week
*English 10-11	6	9
*†French or German 10-11	6	9
*History 10-11	6	9
*Elementary Harmony 10.0-11.0	4	6
Solfeggio 16.0-17.0	2	3
Practice	8	12
Total hours	32	48

SOPHOMORE YEAR

*English 20-21	6	9
*†Religion 20-21 or 22-23	6	9
*Advanced Harmony 20.0-21.0	4	6
Solfeggio 26.0-27.0	2	3
Music History 20.1-21.1	4	6
Practice	8	12
Total hours	30	45

*Each hour of recitation is supposed to require two hours of preparation.
†French or German must be continued in college two years unless French 10-11 or German 10-11 is completed during the freshman year.

JUNIOR YEAR

Subjects	Semester Hours	Total Hours Per Week
*¶Literary Elective	6	9
Counterpoint 30.0-31.0	4	6
Solfeggio 36.0-37.6	2	3
**Pedagogy 34.6-35.6 or 36.6-37.6	4	6
†Musical Electives	4	6
§Practice	10	15
Total hours	30	45

SENIOR YEAR

*¶Literary Electives	12	18
§Musical Electives	6	9
‡Practice	12	18
Total hours	30	45

*Each hour of recitation is supposed to require two hours of preparation.

**Students majoring in Composition may substitute other theoretical courses for Pedagogy.

†Courses which may be elected in the junior year are Teaching Methods, 20.6-21.6, 30.6-31.6, 32.6-33.6. Ensemble, 30.3-31.3, or 34.3-35.3. Music History, 40.1 or 41.1 (by special consent of the instructor). Chamber Music 40.3-41.3 (by special consent of the instructor).

‡Students majoring in Composition must take Composition 40.0-41.0, and may substitute eight hours, or any desired number less, of Composition seminar work for practical music.

§Courses which may be elected in the senior year are Composition, 40.0-41.0; Advanced Solfeggio, 46.0-47.0; Music History, 40.1; Interpretation, 41.1; The Symphony, 43.1; Chamber Music, 40.3-41.3.

¶Electives may be chosen from any required or elective subject in any department. Those expecting to teach are advised to elect Education. Music students electing a subject from the Music department as a second major may substitute four semester hours of Music History for A.B. electives.

Outline of Course Leading to Degree of Bachelor of Science, with the Major in Voice

FRESHMAN YEAR

Subjects	Semester Hours	Total Hours Per Week
*English 10-11	6	9
*†Language 10-11	6	9
*History 10-11	6	9
*Elementary Harmony 10.0-11.0	4	6
Solfeggio 16.0-17.0	2	3
Practice Voice and Piano	8	12
Total hours	32	48

SOPHOMORE YEAR

*English 20-21	6	9
¶*Religion 20-21 or 22-23	6	9
*Advanced Harmony 20.0-21.0	4	6
Solfeggio 26.0-27.0	2	3
¶Music History 20.1-21.1	4	6
Practice Voice and Piano	8	12
Total hours	30	45

*Each hour of recitation is supposed to require two hours of preparation.

†French or German must be continued two years in college, unless French 10-11 or German 10-11 is completed during the freshman year.

¶Students able to take 16 hours a semester may leave Music History until their junior year and take a language their sophomore year. A few students may be allowed to postpone taking Religion until their junior year in order to take a language their sophomore year.

JUNIOR YEAR

Subjects	Semester Hours	Total Hours Per Week
*‡Literary Elective	6	9
*Counterpoint 30.0-31.0	4	6
Solfeggio 36.0-37.0	2	3
*§Theoretical or Literary Electives	8	12
Practice Voice and Piano (if the piano requirements are not yet completed)	10	15
Total hours	30	45

SENIOR YEAR

‡*Literary Electives	12	18
§*Theoretical or Literary Electives	6	9
Practice Voice (and piano if so advised by the major professor)	12	18
Total hours	30	45

*Each hour of recitation is supposed to require two hours of preparation.

‡Electives may be chosen from any required or elective subject in any department. Those expecting to teach are advised to elect Education. Music students electing a subject from the Music department as a second major may substitute four semester hours of Music History for A.B. electives.

§Four hours of theoretical electives must be taken either during the junior or senior year in order to complete the degree requirements of 26 theoretical hours. For theoretical electives available see the outline of the course with the major in piano, organ, violin, violoncello, or composition.

Outline of Course Leading to Degree of Bachelor of Science, with the Major in Public School Music

FRESHMAN YEAR

Subjects	Semester Hours	Total Hours Per Week
*English 10-11	6	9
*†Language 10-11	6	9
*History 10-11	6	9
*Elementary Harmony 10.0-11.0	4	6
Solfeggio 16.0-17.0	2	3
‡Practice Piano	8	12
Total hours	32	48

SOPHOMORE YEAR

*English 20-21	6	9
*Religion 20-21 or 22-23	6	9
*Advanced Harmony 20.0-21.0	4	6
Solfeggio 26.0-27.0	2	3
Grade School Methods 20.6-21.6	4	6
‡Practice Piano and Voice	8	12
Total hours	30	45

*Each hour of recitation is supposed to require two hours of preparation.

†French or German must be continued in college two years, unless French 10-11 or German 10-11 is completed during the freshman year.

‡Students in Public School Music are required to complete Secondary Piano and at least six hours of Voice. Those completing their Voice and Piano requirements before the junior or senior year may elect any other courses in practical music upon the advice of their major professor.

JUNIOR YEAR

Subjects	Semester Hours	Total Hours Per Week
*Literary Elective	6	9
*Psychology 20, Psychology 31	6	9
*Counterpoint 30.0-31.0	4	6
Solfeggio 36.0-37.0	2	3
Music History 20.1-21.1	4	6
High School Methods 30.6	2	3
§Teaching of Music Appreciation 32.6-33.6 or Practice Teaching 46.8-47.8	2	3
‡Practice	4	6
Total hours	30	45

SENIOR YEAR

*Education 32, Elective	6	9
*Pedagogy 34.6-35.6 or 36.6-37.6	4	6
Orchestration and Conducting, 40.6-41.6	6	9
Practice Teaching 48.6-49.6	4	6
*§Electives	8	12
‡Practice	2	3
Total hours	30	45

*Each hour of recitation is supposed to require two hours of preparation.

‡Students in Public School Music are required to complete Secondary Piano and at least six hours of Voice. Those completing their Voice and Piano requirements before the junior or senior year may elect any other courses in practical music upon the advice of their major professor.

§If practice teaching is elected in the junior year, then the Teaching of Music Appreciation 32.6-33.6 must be taken during the senior year. Otherwise the elective courses of the senior year may be chosen either from literary, theoretical, or practical courses at the advice of the major professor. For the theoretical courses which may be elected see the curriculum for the course with the major in piano, organ, violoncello, or composition.

Courses in Music

A. Theoretical Courses

10.0-11.0. Theory, Elementary Harmony.

Required of freshmen majoring in music. Credit: two hours each semester. Wednesday, Friday, 12:00.

A course beginning with scales, intervals, and chord formation. Harmonizing melodies and figured basses on paper and at the keyboard through the dominant seventh chord and inversions. Original work encouraged, and the student taught to think contrapuntally.

Texts: Goetschius, *Material Used in Musical Composition;* Heacox, *Keyboard Harmony.* Miss Rosel

16.0-17.0. Solfeggio and Musicianship.

Required of freshmen majoring in music. Credit: one hour each semester. Tuesday, Thursday, Saturday, 8:30.

A study of all phases of music through sight-singing and dictation, beginning with very easy exercises and proceeding gradually to those involving complex rhythms and careful interpretation. Principal text, Dannhauser and Lemoine, *Solfege des Solfeges.* Wüllner, *Sight-singing Exercises;* Greenwood, *Two-Part Exercises;* Bertoloti, *Fifty Two-Voice Solfeggi* used for supplementary material. Dictation from Wedge, *Ear Training,* Robinson, *Aural Harmony,* and White and Jones, *Harmonic Dictation.* A laboratory course meeting three times a week for one hour and requiring no preparation.

Book fee: $1.00 upon first registration. Miss Rosel

10.6. Voice Class.

Credit: one semester hour. Monday, Wednesday, Friday, 2:45.

A course in the fundamentals of Voice production, designed to give students intending to teach in the public schools a foundation for the study of sight-singing and public school music.

Mrs. Brown

20.0-21.0. Advanced Harmony and Form.

Prerequisite: Harmony 10.0-11.0. Required of sophomores majoring in music. Credit: two hours each semester. Tuesday, Thursday, 11:00.

A continuation of Harmony 10.0-11.0. Secondary seventh chords, altered chords, modulation, dominant ninth chords, non-harmonic tones. Original work and keyboard harmony as in 10.0-11.0. A study of Form in Music by the analysis of many compositions.

TEXTS: The same as for Harmony 10.0-11.0, with the addition of Lehmann, *Form in Music.*

MR. SPELMAN

26.0-27.0. Solfeggio and Musicianship.

Prerequisite: Solfeggio 16.0-17.0. Required of sophomores in music. Credit: one hour each semester. Monday, Wednesday, Friday, 11:00.

A continuation of Solfeggio 16.0-17.0, using the same methods and text. More advanced work, including a study of the 1st, 3d, and 4th lined C clefs as well as the G and F clefs studied in Solfeggio 16.0-17.0.

MISS ROSEL

20.1-21.1. The History of Music.

Prerequisites: English 10-11 and History 10-11. Required of students majoring in music. Credit: two hours each semester. Tuesday, Thursday, Saturday, 8:30.

First Semester: A detailed study of the history of music from primitive times to the end of the sixteenth century.

Second Semester: Continued study from the beginning of the seventeenth century to the present, with a critical analysis of instrumental and vocal masterpieces of all periods.

TEXT: Pratt, *History of Music.* MISS ARMSTRONG

20.6. Materials and Methods of Teaching Music in the Kindergarten and Lower Grades.

Prerequisite: Solfeggio 16.0-17.0 or Voice Class 10.6. Required of sophomores in Public School Music. Credit: two hours. The first semester, Tuesday, Thursday, 1:45.

A study of the various texts in use in the kindergarten and first four grades, the use of songs and dances, rhythmic studies for children. Planning the work in the classroom and for the year; methods of interesting children in music and problems of classroom management. The project method of teaching, and the relation of music to other subjects. MRS. BROWN

21.6. Materials and Methods of Teaching Music in the Higher Grades.

Required of sophomores in Public School Music. Credit: two hours. The second semester, Tuesday, Thursday, 1:45.

A detailed study of the texts in use in the fifth, sixth, seventh, and eighth grades. Methods of presenting music to pupils in the higher grades and discussion of the problems which confront the grade teacher. MRS. BROWN

23.2. Appreciation of Music.

Credit: Two hours. Monday, Wednesday, Friday, 8:30.

A course adapted to the needs of the general college student who wishes to obtain a better understanding of music as an element of liberal culture and to develop the power of listening intelligently. No technical knowledge required. Not open to Music majors. Open to sophomores, juniors, and seniors. MR. SPELMAN

30.0-31.0. Counterpoint.

Prerequisite: Harmony 20.0-21.0. Required of juniors majoring in music. Credit: two hours each semester. Monday, Wednesday, 9:30.

A continuation of the work of Harmony 20.0-21.0. Strict counterpoint in all five species in two, three, and four parts. Composition in the simpler classic forms. Canon. Composition of motets and anthems in four parts and of a three-part fugue. Free composition as in all other courses, with emphasis on the extensions of the rules of strict counterpoint which lead to smooth part writing in a free style.

TEXTS: Kitson, *The Art of Counterpoint*, and Pearce, *Students' Counterpoint*. MR. SPELMAN

36.0-37.0. Solfeggio and Musicianship.

Prerequisite: Solfeggio 26.0-27.0. Required of juniors majoring in music. Credit: one hour each semester. Tuesday, Thursday, Saturday, 9:30.

A continuation of the work of Solfeggio 26.0-27.0, involving a study of all the clefs and difficult exercises in one, two, and three parts. Special attention is given to harmonic dictation in four parts.

Miss Rosel

34.6-35.6. The Teaching of Piano.

Required of majors in piano. Credit: two hours each semester. Tuesday, Thursday, 8:30.

Methods of teaching to children notation, piano technique, elements of theory, rhythm and ear training, with a systematic study of material suitable for beginners of all ages, as well as more advanced students. Observation and practice teaching under the supervision of the instructor. Miss Crawford and Miss Branch

36.6-37.6. The Teaching of Stringed Instruments.

Required of majors in violin and violoncello. Credit: two hours each semester. Wednesday, Friday, 8:30.

A short résumé of the history of stringed instruments, their construction and literature. Methods of teaching children notation, elements of theory, ear-training, left-hand technique, bowing technique; good tone production; systematic study of material for pupils of all grades of advancement; the correcting of defects in pupils who have been previously badly taught; and other problems that face the teacher. Observation and practice teaching under the supervision of the instructor. Miss Armstrong

30.3-31.3. Piano Ensemble.

Credit: one hour each semester. Hours to be arranged.

A study of the standard symphonies and overtures through four- and eight-hand arrangements for piano, with special attention to sight-reading, rhythm, quick adjustment to the artistic needs of the moment, and poise on the part of the players. A laboratory course meeting for three hours a week and requiring no preparation.

Miss McMillan

34.3-35.3. Stringed Instrument Ensemble.

Credit: one hour each semester. Hours to be arranged.

A study of the standard overtures and symphonies in arrangements for strings, and strings and piano. Special attention given to sight-reading and rhythm as in Ensemble 30.3-31.3. A laboratory course meeting for three hours a week and requiring no preparation.

Miss Armstrong

30.6. The Teaching of Music in the High School.

Required of majors in Public School Music. Credit: two hours. Wednesday, Friday, 12:00.

The organization and conduct of a high school department of music. Songs and texts suitable for high school use. The care of the adolescent voice. Discussion of problems peculiar to the junior high school, senior high school, rural school, and the consolidated school.

Miss Rowland

32.6-33.6. The Teaching of Music Appreciation.

Required of majors in Public School Music. Credit: one hour each semester. Thursday, 2:45.

A study of the great music of all times and of the lives of the great composers from the esthetic rather than the historical point of view. Texts suitable for use in teaching music appreciation. The use of the piano, victrola, and other instruments. Students' recitals. One hour lecture a week and two hours of preparation.

Mrs. Brown

40.0-41.0. Composition and Orchestration.

Prerequisite: Counterpoint 30.0-31.0. Credit: two hours each semester. Hours to be arranged.

Composition in the larger forms for voice, chorus, individual instruments, and combinations of instruments, following largely the inclination of the individual student. A thorough study of all the orchestral instruments and the making of arrangements and composition for full orchestra. Two recitations and one conference a week.

Mr. Spelman

46.0-47.0. Advanced Solfeggio.

Prerequisite: Solfeggio 36.0-37.0. Credit: one hour each semester. Hours to be arranged.

A study of very difficult solfeggio and difficult harmonic and

melodic dictation, leading to the reading and visualization of difficult scores. Three periods a week, with no preparation.

MR. SPELMAN

40.1. Interpretation.

Credit: two hours. Monday, Wednesday, 8:30.

Designed to enable students to understand and interpret the work of all periods and styles through a knowledge of the esthetic principles involved in their development. An attempt to understand the real thoughts and emotions of musical compositions through a detailed study not only of the life and character of the composer, but also of the forms of expression peculiar to him and his time. Special attention to the study of musical ornamentation, appoggiatura, acciaccatura, turns, mordents, and trills. An analysis of compositions studied by different members of the class, enabling the whole class to gain a wider knowledge of musical literature than each alone is able to acquire. MISS CRAWFORD

41.1. Wagner and His Music Dramas.

Credit: two hours. Wednesday, Friday, 1:45.

A detailed study of the life and works of Richard Wagner, with emphasis on his contribution to the development of modern music.

MISS ARMSTRONG

44.1. The Development of the Symphony.

Credit: two hours. Wednesday, Friday, 1:45.

The history of the symphony with a detailed study of several works and sufficient hearing of about a dozen outstanding works so that the student becomes very familiar with them. The styles of different composers and the development of orchestration emphasized. MR. SPELMAN

40.3-41.3. Chamber Music.

Credit: one hour each semester. Hours to be arranged.

A practical study of the classical and modern works of chamber music from the easy sonatas of Haydn and Mozart through trios, quartets, and quintets by Beethoven, Mendelssohn, Schubert, Schumann, Brahms, Franck, and others. A laboratory course meeting for three hours a week. MISS ROSEL

40.6-41.6. Orchestration and Conducting.

Required of students majoring in Public School Music. Credit: three hours each semester. Tuesday, Thursday, 2:45.

Essentials in conducting, baton technique. A study of the instruments of the orchestra. Arranging music for various groups of instruments and for full orchestra. Students who have not studied a stringed instrument required to take one violin lesson a week throughout the year. Those who have studied a stringed instrument required to familiarize themselves with at least one other stringed instrument. Two recitations and one half-hour lesson a week, three and one-half hours preparation and three hours practice.

Studio fee: $7.50 per semester. Mr. Spelman and Staff

48.6-49.6. Observation and Practice Teaching.

Observation and practice teaching arranged in the public schools of Raleigh and in the rural schools of Wake County. A practical application of all that has been learned in the methods courses previously taken. Mrs. Brown and Staff

1. Choir.

Credit: two hours for three years work.

A requirement for all students majoring in music. An opportunity for studying the best music and of frequent appearance in public. Attendance of members of the Choir required at all rehearsals and concerts, which always include a concert of Christmas music during the Christmas season, a service on Founders' Day, and a concert during Commencement week. At the discretion of the director, membership in the Choir is open to students not majoring in music who possess good voices.

2. Orchestra.

Once a week during the second semester.

An opportunity given the students to play in an orchestra, to hear their own arrangements performed, and to gain experience in conducting.

3. Criticism Class.

A class meeting once a week in which students criticise one another's work. Attendance required of any student of practical music at the discretion of the teacher.

Any teacher may require his or her students in practical music to attend a criticism class once a week, where the students perform for one another and criticise one another's work.

B. Practical Courses

All courses in practical music require three hours practice per week for each semester hour credit, and for every three semester hours credit, or fraction thereof, a student must take not less than one lesson a week, of at least a half-hour duration, throughout the semester. No student is permitted to take more than eight semester hours of practical music in any one semester. The work in practical music is adjusted to suit the needs of each individual student, but in general follows the outline of the following courses:

Piano

Miss Crawford, Miss McMillan, Miss Branch

10.5-11.5. Freshman Piano.

Studies of the difficulty of Czerny Op. 299, Loeschorn Op. 66; Bach *Two-Part Inventions;* sonatas of the difficulty of Haydn in D major, Mozart in F major; the easier *Songs Without Words* of Mendelssohn, *Lyric Compositions* by Grieg, and other pieces of similar difficulty.

20.5-21.5. Sophomore Piano.

Etudes of the difficulty of Cramer *Selected Studies*, Heller Op. 45, Low *Octave Studies;* Bach *Three-Part Inventions;* sonatas of the difficulty of Beethoven Op. 14, Nos. 1 and 2; pieces by MacDowell, Chaminade, and other composers.

30.5-31.5. Junior Piano.

Etudes of the difficulty of Clementi *Gradus ad Parnassum*, Heller Op. 16, Kullak Op. 48, No. 2; Bach *French Suites, Well Tempered Clavichord;* sonatas of the difficulty of Beethoven Op. 10, No. 2, Op. 26, Op. 27, No. 1; concertos by Godard, Mozart; pieces by Chopin, Schubert, Schumann, and others, including modern composers.

40.5-41.5. Senior Piano.

Etudes of the difficulty of Chopin Op. 10 and Op. 25, and Rubinstein *Etudes;* Bach *Well Tempered Clavichord;* sonatas of the difficulty of Beethoven Op. 28, Op. 53, Op. 57; concertos by Beethoven, Rubinstein, Weber, Mendelssohn, Grieg, MacDowell, Liszt, Rachmaninoff, and others; pieces by Chopin, Liszt, Rubinstein, and others, including modern composers.

Secondary Piano.

At least two years of piano as a secondary subject, a creditable appearance in a student recital, and the ability to play single accompaniments at sight required of students majoring in Organ, Violin, Violoncello, Voice, Composition, or Public School Music. No student allowed to discontinue Secondary Piano until she has satisfied the director and the head of the Piano Department that she has fulfilled the requirements.

Organ

12.5-13.5. Freshman Organ.

Manual and pedal technique; Bach *Eight Short Preludes and Fugues;* short pieces involving the fundamentals of registration and use of the expression pedals; hymn playing. Students beginning organ usually take half their work in organ and half in piano.

22.5-23.5. Sophomore Organ.

Bach *Preludes and Fugues* of the first master period, *Choral Preludes;* sonatas by Guilmant, Mendelssohn; simpler works of the modern schools.

32.5-33.5. Junior Organ.

Bach, smaller works of the mature master period, selected movements from the *Trio Sonatas* and *Concertos;* sonatas by Guilmant, Mendelssohn, Borowski, Lemmens, Rheinberger, and others; pieces by classic and modern composers.

42.5-43.5. Senior Organ.

Bach, larger works of the mature master period; compositions of Franck; symphonies of Widor, Vierne; compositions of the modern French, English, German, and American schools.

Violin

Miss Armstrong

14.5-15.5. Freshman Violin.

Thorough study of bowing and left-hand technique; Laoureux *Etudes*, Bk. II; Mazas Op. 36; concertos by De Bériot and Accolay; sonatinas by Schubert.

24.5-25.5. Sophomore Violin.

Scales and arpeggios in three octaves; Mazas *Etudes Specialis*, Kreutzer *Etudes;* sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

34.5-35.5. Junior Violin.

Technical work continued; Etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

44.5-45-5. Senior Violin.

Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

4.5-5.5. Elementary Violin.

A course in elementary violin for those who wish to obtain a working knowledge of a stringed instrument as a secondary subject. Six hours practice per week for each semester hour credit. Maximum credit four semester hours. Not to be counted as required work in practical music, but only as an elective.

Violoncello

Miss Rosel

16.5-17.5, 26.5-27.5, 36.5-37.5, 46.5-47.5.

Courses similar in grade to those given in Piano, Organ, and Violin. For graduation a student should play a recital of pieces of the difficulty of: Golterman *Concerto in G;* sonatas by Bach or Beethoven; Popper *Tarentella;* Faure *Elegy;* Lalo *Chants Russes:* Bach *Arioso;* Matys *Romance;* Boccherini *Rondo.*

Voice

Miss Rowland

18.5-19.5. Freshman Voice.

Position and poise of the body, breath control; studies by Seiber and Vaccai supplemented by technical exercises for freedom and the development of tone production, the simpler songs from classical and modern composers.

28.5-29.5. Sophomore Voice.

Technical work of the freshman year continued; staccato and legato exercises; English and Italian diction; studies by Vaccai and Concone; moderately difficult songs by Schubert, Franz, Massenet, and representative American composers; easier solos from the oratorios.

38.5-39.5. Junior Voice.

More advanced technique; vocalizations by Concone; Lütgen, and others; French and German diction; songs by composers of classical and representative American composers; easier solos from the oratorios.

48.5-49.5. Senior Voice.

Technical work continued; classic and modern oratorio and opera; Italian, French, German, and English songs.

Commencement, 1934

J. CLYDE TURNER, D.D.

Baccalaureate Sermon, Missionary Sermon

A. W. BEAVEN, D.D.

Literary Address

Degrees and Diplomas Awarded

Bachelor of Arts

Abernethy, Martha Annis	Raleigh
Allen, Ruth Couch	Raleigh
Amburn, Mary Mildred	Boonville
Bagby, Edythe Garner	Raleigh
Ballard, Jennie Lilly	Norwood
Barber, Pauline Cheatham	Mount Airy
Bennett, Helen Rogers	Apex
Biggs, Rachel Duckett	Lumberton
Blanton, Nancy Fleming	Marion
Brady, Miriam Elizabeth	Benson
Briggs, Margaret Moring	Raleigh
Broadwell, Josephine L.	Fuquay Springs
Byrd, Margaret Evelyn	Lillington
Campbell, Lottie Mae	Danville, Va.
Castlebury, Martha Elizabeth	Raleigh
Chambers, Mary Emma	Warsaw
Chesson, Minnie Parker	Portsmouth, Va.
Council, Sallie Elizabeth	Raleigh
Donavant, Annette Haseltine	Greensboro
Gillis, Mary Edna	Canton
Goodwin, Alice Mozelle	Raleigh
Green, Virginia Iseley	Millbrook
Harrelson, William Elizabeth	Raleigh
Harris, Annie Miles	Inez
Harris, Mattie Elizabeth	Seaboard
Harris, Frances	Albemarle
Hawkins, Catherine Anne	Cliffside
Hayes, Ernestine Curtis	Ahoskie
Hester, Susan Bradsher	Roxboro

Highsmith, Lula Belle.....Raleigh
Hipps, Mary Ruth.....Canton
Hooper, Charlotte Lucille.....Robbinsville
Hord, Mae Sue.....Kings Mountain
Howell, Mary Lee.....Concord
Humphrey, Iris Wheeler.....Kinston
Hunt, Melba Cleo.....Apex
Johnson, Mary Louise.....Raleigh
Johnson, Sara Maie.....Statesville
Keith, Annie Carmen.....Apex
Kelly, Sarah Majel.....Pineville, Ky.
LeGrand, Minna Gaston.....Shelby
McDaniel, Nancy Russell.....Soochow, China
Martin, Jessie King.....Lexington
Maynard, Frances Burns.....Raleigh
Merritt, Dorothy.....Raleigh
Moore, Agnes Watson.....Raleigh
Page, Eula Evangeline.....Raleigh
Phelps, Norma Lee.....Colerain
Reich, Alyne.....Winston-Salem
Sale, Grace Ione.....Raleigh
Salisbury, Martha Laura.....Scotland Neck
Shearin, Mary Carolyn.....Rocky Mount
Taylor, Mildred Elizabeth.....Snow Hill
Theim, Katherine Pugh.....Raleigh
Viccellio, Martha Elizabeth.....Chatham, Va.
Whims, Anna Louise.....Wake Forest

Bachelor of Science

Allison, Ethel Kate.....Sylva
Mull, Martha.....Morganton
Mull, Mary Blayne.....Morganton

Bachelor of Music

Akers, Mary Albion.....Stuart, Va.
Barnes, Henrietta Pauline.....Raleigh
Dozier, Helen Adelia.....Japan
Earp, Bertie Estelle.....Selma
Herring, Sara Elizabeth.....Dillon, S. C.

Hunt, Eleanor Louise.....Apex
Martin, Hazel Virginia.....Raleigh
Preslar, Marguerite Eugenia.....Concord
Smith, Mary Louise.....Burlington
Yarbrough, Mabel Hawley.....Jonesboro

Diploma in Art

Crutchfield, Florence Watson.....Durham
Hood, Elizabeth Knox.....Gastonia
Snead, Mary Frances.....Newport News, Va.

Register of Students

Senior Class

Allen, Blanche, A.B. ..... Cary
Ammons, Kathleen, A.B. ..... Mars Hill
Andrews, Mary Gilmer, A.B. ..... Marion, Md.
Arnette, Josephine, B.M. ..... Raleigh
Bailey, Pauline, A.B. ..... Burnsville
Bale, Dixie Lee, A.B. ..... Canmer, Ky.
Ballentine, Jewel, A.B. ..... Varina
Barham, Esther Winifred, A.B. ..... Selma
Barker, Evelyn King, A.B. ..... Leaksville
Beddingfield, Eleanor, A.B. ..... Millbrook
Benthall, Claire, A.B. ..... Woodland
Bird, Ruth, A.B. ..... Raleigh
Blalock, Katherine, A.B. ..... Oxford
Briggs, Eliza, A.B. ..... Raleigh
Byrd, Amorette, A.B. ..... Hamlet
Carr, Grace, A.B. ..... Washington, D. C.
Coppedge, Elizabeth, A.B. ..... Wake Forest
Cotner, Pansy Bee, A.B. ..... Raleigh
Creath, Mary, A.B. ..... Woodsdale
Creech, Jessica, B.S. ..... Ahoskie
Crowder, Gwendolyn, A.B. ..... Raleigh
Cummings, Mary Florence, A.B. ..... Reidsville
Davis, Dorothy, A.B. ..... Wake Forest
Davis, Katherine, Art ..... Winston-Salem
Davis, Magdalyn, A.B. ..... Wilmington
DeWeese, Mildred, A.B. ..... Salisbury
Dobson, Helen, B.S. ..... Wilmington
Early, Annie Lucile, A.B. ..... Windsor
Elkins, Annie Lillian, B.S. ..... Whiteville
Everett, Margaret Shields, A.B. ..... Greenville
Farris, Catherine, A.B. ..... Raleigh
Farris, Virginia, A.B. ..... Raleigh
Frye, Elizabeth, A.B. ..... Eufola
Gaddy, Geraldine, A.B. ..... Albemarle
Garnett, Virginia, A.B. ..... Savannah, Ga.
Garner, Ruby, B.S. ..... Newport
Gilleland, Kathleen, A.B. ..... Statesville
Gilliam, Alice, A.B. ..... Statesville

Gray, Frances, A.B. ..... LaGrange
Green, Margaret Evelyn, A.B. ..... Millbrook
Hayes, Mary Catherine, A.B. ..... Mullins, S. C.
Hester, Margaret, A.B. ..... Roxboro
Hicks, Katherine, A.B. ..... Rocky Mount
Hocutt, Catherine Pearl, A.B. ..... Burgaw
Hocutt, Louise, A.B. ..... Burgaw
Honeycutt, Lena, B.S. ..... Raleigh
Howard, M. Stewart, A.B. ..... Roseboro
Hudson, Virginia, A.B. ..... Cascade, Va.
Huffman, Flora, A.B. ..... Connelly Springs
Irvin, Jane, A.B. ..... Shelby
Lawrence, Grace, A.B. ..... Apex
LeGrand, Elizabeth, A.B. ..... Shelby
Lineberry, Doris, A.B. ..... Raleigh
Little, Irene, A.B. ..... Raleigh
Lockhart, Adelaide, A.B. ..... Durham
Lovelace, Sally, A.B. ..... Pinetops
Luther, Mary Decie, B.S. ..... Apex
McCourry, Valeria Ruth, A.B. ..... Day Book
McManus, Frances, A.B. ..... Gibson
Mann, Virginia Dare, A.B. ..... Raleigh
Martin, Mabel, B.S. ..... Apex
Miller, Emily, A.B. ..... Raleigh
Minor, Cora, A.B. ..... Winston-Salem
Mitchell, Viola Margaret, A.B. ..... Youngsville
Mitchiner, Marie, A.B. ..... Franklinton
Mitchiner, Sallie, A.B. ..... Garner
Morgan, Isabel Robeson, A.B. ..... Raleigh
Mullis, Hattie, A.B. ..... Morganton
Parker, Jane, A.B. ..... Macon
Parker, Mary Lois, A.B. ..... Woodland
Perry, Mildred Ethel, A.B. ..... Wingate
Phelps, Grace, A.B. ..... Mocksville
Porter, Susie Mae, A.B. ..... Rockingham
Powell, Annie Vee, A.B. ..... Middlesex
Ricks, Sledge, A.B. ..... Whitakers
Robertson, Ruth, A.B. ..... Wendell
Rozar, Eleanor, A.B. ..... Raleigh
Simpson, Jean, A.B. ..... Madison
Sorrell, Mildred, B.M. ..... Cary
Squires, Ruamie, A.B. ..... Wake Forest

Talton, Grace, B.S. ..... Clayton
Tatem, Miriam, A.B. ..... Reidsville
Thomas, Louise, B.S. ..... Ramseur
Thornton, Vara Lee, A.B. ..... Dunn
Tilghman, Margaret, A.B. ..... Raleigh
Turlington, Louise, A.B. ..... Salemburg
VanLandingham, Mary Bess, A.B. ..... Scotland Neck
Vernon, Sarah Elizabeth, A.B. ..... Burlington
Viccellio, Nancye Blair, A.B. ..... Chatham, Va.
Vinson, Marion, A.B. ..... Raleigh
Wagner, Hazel, B.S. ..... Troutman
Wallace, Martha, A.B. ..... Clayton
Warren, Marguerite, B.S. ..... Dunn
Washburn, Zellah, A.B. ..... Kingston, Jamaica, B.W.I.
Whittington, Margaret, B.S. ..... Snow Hill
Wilson, Miriam Grizzelle, A.B. ..... Durham
Wray, Carolyn, A.B. ..... Gastonia
Yates, Ella Lee, A.B. ..... Landrum, S. C.

Junior Class

Adams, Elizabeth Newman, A.B. ..... Louisville, Ky.
Alderman, Frances, B.M. ..... Alcolu, S. C.
Allgood, Janie, B.S. ..... Roxboro
Atkins, Cornelia, A.B. ..... Sanford
Ayscue, Lucy, A.B. ..... Buie's Creek
Bailey, Doris, A.B. ..... Raleigh
Baker, Dorothy Lucille, A.B. ..... Zebulon
Ballance, Evelyn, A.B. ..... Maple
Barker, Anna Maybelle, A.B. ..... Fuquay Springs
Barker, Elizabeth, A.B. ..... Leaksville
Bizzelle, Elizabeth, A.B. ..... Greensboro
Bowden, Edith, A.B. ..... Burlington
Brantley, Elizabeth, A.B. ..... Spring Hope
Brooks, Minnie, A.B. ..... Greenville
Brown, Rachel, A.B. ..... Hamlet
Bryan, Alice, A.B. ..... Garner
Butler, Norine, A.B. ..... Roseboro
Cabaniss, Vernie, A.B. ..... Shelby
Caudle, Margaret, A.B. ..... Onley, Va.
Coleman, Sarah, A.B. ..... Raleigh
Cooper, Essie Campbell, A.B. ..... Salemburg

Correll, Louise, B.M.....Raleigh
Crabtree, Sarah, A.B.....Raleigh
Crutchfield, Evelyn, A.B.....Woodsdale
Davis, Margaret, B.S.....Wake Forest
Dent, Dorothy, A.B.....Allentown, Penn.
Derby, Christine Underwood, B.S.....Fayetteville
Dodson, Nell, A.B.....Marshall
Edwards, Marion, A.B.....Mullins, S. C.
Eighme, Garnett, B.S.....Raleigh
Evans, Lucile, A.B.....Statesville
Farris, Estelle, A.B.....Raleigh
Faulkner, Hazel, B.S.....Kinston
Forney, Mamie Lou, A.B.....Lawndale
Foster, Elberta, A.B.....Littleton
Fowler, Evelyn, A.B.....Tabor
Fox, Sarah, A.B.....Morristown, Tenn.
Freeman, Gladys, A.B.....Wendell
Gammage, Charlotte, A.B.....Miami, Fla.
Garrison, Caroline, A.B.....Raleigh
Gore, Arabella, A.B.....Raleigh
Haynes, Carolyn, A.B.....Waynesville
Hilliard, Mary Lee, A.B.....Morrisville
Holcomb, Jessie, A.B.....Asheville
Horton, Mozelle, A.B.....Wendell
Jackson, Luna, B.S.....Middleburg
Johnson, Meredith, A.B.....Mount Olive
Kee, Alma, Art.....Seaboard
Koontz, Genola, B.S.....Winston-Salem
Lassiter, Jean, A.B.....Wilson
Ledford, Maye, B.S.....Glen Alpine
Lee, Elizabeth, B.S.....Florence, S. C.
Lilley, Eleanor, A.B.....Raleigh
McCarter, Miriam Dean, A.B.....Wendell
McLean, Mary, A.B.....Bartow, Fla.
Mangum, Willie Carol, A.B.....Monroe
Marshburn, Mae, A.B.....Wallace
Martin, Louise, B.S.....Lexington
Matthews, Laura, A.B.....Rose Hill
Mohn, Miriam, A.B.....New Bern
Moore, Margaret, A.B.....Clinton
Moore, Mildred E., B.M.....Pageland, S. C.
Morgan, Lois, A.B.....Dunn

Morgan, Ruth Virginia, A.B. ..... Andrews
Moseley, Catherine, Art ..... Warrenton
Mussinan, Thelma, A.B. ..... Roselle Park, N. J.
Nickols, Loretta, A.B. ..... Greensboro
Norwood, Virginia, A.B. ..... Raleigh
Parker, Reba, A.B. ..... Marion
Paschall, Louise, A.B. ..... Reidsville
Paul, Janice, B.S. ..... Lumberton
Pender, Ruth, B.M. ..... Raleigh
Phillips, Dorothy, A.B. ..... Cary
Poe, Inez, A.B. ..... Apex
Poplin, Elizabeth, A.B. ..... Rockingham
Price, Margaret, A.B. ..... Raleigh
Privott, Kathryn, A.B. ..... Edenton
Robbins, Grace, A.B. ..... Winnabow
Robertson, Pearl, A.B. ..... Knightdale
Rubenstein, Alice, A.B. ..... Raleigh
Ruffin, Mary, A.B. ..... Ellerbe
Satterfield, Mildred, A.B. ..... Edenton
Sears, Helen, A.B. ..... Morrisville
Sexton, Vera, A.B. ..... Rocky Mount
Shaver, Mabel, A.B. ..... Taylorsville
Smith, Mary G., A.B. ..... Jackson Hill
Sorrell, Dixie, A.B. ..... Cary
Staples, Virginia, A.B. ..... Ridgecrest
Stroud, Bertha Mae, A.B. ..... Kinston
Surratt, Helen, A.B. ..... Salisbury
Thomas, Madge, B.S. ..... Micaville
Tucker, Ruth, A.B. ..... Madison
Turlington, Evelyn Dixon, A.B. ..... Clinton
Turner, Josephine, B.M. ..... Clinton
Underwood, Elizabeth, A.B. ..... Roseboro
Weathers, Evelyn, A.B. ..... Wendell
Weatherspoon, Stuart, A.B. ..... Raleigh
Weeks, Undine, A.B. ..... Enfield
Whitaker, Meredith, A.B. ..... Andrews
Williams, Martha, A.B. ..... Indian Trail
Yost, Willene, B.S. ..... Kannapolis

Sophomore Class

Adams, Christine, A.B. ..... McColl, S. C.
Allen, Nancy, A.B. ..... Wadesboro
Andrews, Alice Elizabeth, A.B. ..... Chapel Hill
Andrews, Eleanor, A.B. ..... Clayton
Andrews, Margaret, A.B. ..... Chapel Hill
Austin, Elizabeth, A.B. ..... Winston-Salem
Bass, Geneva, A.B. ..... Washington, D. C.
Binder, Nina, A.B. ..... Mount Airy
Bland, Sonora, A.B. ..... Goldsboro
Boswell, Hazel, A.B. ..... Burlington
Bradsher, Ann, A.B. ..... Roxboro
Bunn, Nancy Elizabeth, A.B. ..... Raleigh
Calloway, Frances, B.S. ..... Concord
Castlebury, Henrietta, A.B. ..... Raleigh
Chandler, Mary, A.B. ..... Durham
Check, Novelle, A.B. ..... Durham
Covington, Pauline, A.B. ..... Huffman
Cowan, Rachel, A.B. ..... Leaksville
Davidson, Elizabeth, A.B. ..... Raleigh
Davis, Beverly, A.B. ..... Wilmington
Denslow, Hester, A.B. ..... Miami, Fla.
Dockery, Dorothy, A.B. ..... Mount Gilead
Eaton, Mildred, A.B. ..... Charlotte
Finlator, Dorothy, A.B. ..... Raleigh
Futrelle, Bertha Mae, A.B. ..... Henderson
Gaskins, Melba, A.B. ..... Spring Hope
Gentry, Agnes, A.B. ..... Lillington
Gillespie, Geneva, A.B. ..... Florence, S. C.
Glass, Annie Laurie, A.B. ..... New Hill
Gordon, Arlene, A.B. ..... Sanford
Gregory, Marjorie, A.B. ..... Angier
Groves, Mary, A.B. ..... Asheville
Hamilton, Rena Pearl, A.B. ..... Morehead City
Helsabeck, Annie Louise, A.B. ..... King
Hodges, Charlotte, A.B. ..... Winston-Salem
Houlder, Helen L., A.B. ..... Raleigh
Hudman, Katherine, A.B. ..... Sylvania, Ga.
Hudson, Josephine, A.B. ..... Knoxville, Tenn.
Jacobs, Elizabeth, A.B. ..... Scottsboro, Ala.
Jones, Frances, A.B. ..... Apex

Jones, Mary Elizabeth, A.B. ..... Cary
Knowles, Margaret, A.B. ..... Mount Olive
Lambert, Virginia, B.S. ..... Asheboro
Lanier, Esther Mae, B.S. ..... Wallace
Lawson, Mary Elizabeth, A.B. ..... South Boston, Va.
Levine, Edith Leila, A.B. ..... Estill, S. C.
Liles, Katherine, A.B. ..... Goldsboro
Luper, Gladys, A.B. ..... Rocky Mount
McNeill, Minnie Ruth, A.B. ..... Elkin
Melton, Helen, A.B. ..... Hendersonville
Morgan, Ruth Ricks, A.B. ..... Spring Hope
Morris, Frances, B.S. ..... Statesville
Morton, Helen, A.B. ..... Roxboro
Moss, Virginia, A.B. ..... Enfield
Ogletree, Virginia, A.B. ..... Roanoke Rapids
Parker, Helen Frances, A.B. ..... Woodland
Parker, Lucille, A.B. ..... Marion
Pegram, Edna Lee, A.B. ..... Raleigh
Perry, Lucy Mae, A.B. ..... Millbrook
Perry, Pauline, A.B. ..... Winston-Salem
Riley, Martha Ann, A.B. ..... Port Washington, N. Y.
Rivers, Helen, A.B. ..... New Bern
Rollins, Virginia, A.B. ..... Alexandria, Va.
Rose, Norma, A.B. ..... Wadesboro
Ross, Isabel, A.B. ..... Nashville
Ruffin, Helen, A.B. ..... Raleigh
Saint, Florence Nelle, A.B. ..... Raleigh
Salisbury, Betty, A.B. ..... Morehead City
Sams, Katy, A.B. ..... Marshall
Sears, Roselle, A.B. ..... Morrisville
Secrest, Mary Covington, A.B. ..... Monroe
Shields, Fay Memory, A.B. ..... Scotland Neck
Silver, Lois, A.B. ..... Raleigh
Sloan, Susan Emma, A.B. ..... Morganton
Squires, Hildreth, A.B. ..... Wake Forest
Stallings, Evelyn, A.B. ..... Spencer
Stallings, Margie, A.B. ..... Durham
Taylor, Annie Mae, A.B. ..... Oxford
Tolar, Helen Gray, A.B. ..... Rennert
Tuthill, Irene, A.B. ..... Jamaica, N. Y.
Tyson, Dorothy, A.B. ..... Georgetown, S. C.
Ward, Ruth Alice, A.B. ..... Elizabeth City

Warren, Ida Leane, A.B. ..... Spring Hope
Wells, Gladys, A.B. ..... Mount Olive
Wheeler, Maebelle, B.S. ..... Asheville
Whitley, Flossie, A.B. ..... Selma
Williams, Hilda, A.B. ..... Lexington
Williams, Veritas, A.B. ..... Raleigh

Freshman Class

Abernethy, Jane, A.B. ..... Reidsville
Abernethy, Ruth, A.B. ..... Raleigh
Adams, Lois, A.B. ..... King
Alderman, Ellen, A.B. ..... Alcolu, S. C.
Alexander, Phyllis, A.B. ..... Thomasville
Allgood, Lisette, B.S. ..... Roxboro
Aydlett, Eleanor, A.B. ..... Elizabeth City
Banadyga, Julia, A.B. ..... Burgaw
Barrett, Ruby McKay, A.B. ..... Laurinburg
Bass, Frances, A.B. ..... Goldsboro
Baucom, Anna Elizabeth, A.B. ..... Apex
Benton, Margaret, A.B. ..... Apex
Bergman, Ida Lee, A.B. ..... Greensboro
Bethea, Flora Kate, A.B. ..... Latta, S. C.
Biggs, Sarah Elizabeth, A.B. ..... Lumberton
Blanchard, Agnes, A.B. ..... Raleigh
Blanchard, Margaret, A.B. ..... Rose Hill
Blount, Sadie Leigh, A.B. ..... Spring Hope
Bowers, Carrie, A.B. ..... Littleton
Brewer, Sue, A.B. ..... Wake Forest
Bridger, Vivian, A.B. ..... Bladenboro
Bright, Doris, A.B. ..... New Hill
Browne, Dorothy, A.B. ..... Ahoskie
Brown, Ella, A.B. ..... Roanoke Rapids
Brown, Frances, A.B. ..... Burlington
Bullard, Margaret, A.B. ..... Raleigh
Calhoon, Effie Raye, A.B. ..... Columbia
Canady, Catherine, A.B. ..... Kinston
Carrell, Aldyth, A.B. ..... Burgaw
Carroll, Mary Fort, A.B. ..... Wilson
Cates, Edlee, A.B. ..... Burlington
Cates, Lucile, A.B. ..... Mebane
Champion, Mary Elizabeth, A.B. ..... Greensboro

Cheek, Mary Elizabeth, A.B. ..... Durham
Choate, Nell, A.B. ..... Salisbury
Coburn, Trannie Yates, B.S. ..... Raleigh
Collins, Gaynelle, A.B. ..... Monroe
Collins, Sarah Virginia, A.B. ..... Asheville
Conrad, Mary Elizabeth, A.B. ..... Raleigh
Cooper, Jean, A.B. ..... Raleigh
Covington, Kate, A.B. ..... Cheraw, S. C.
Cowan, Cynthia, A.B. ..... Knoxville, Tenn.
Coward, Isla Mae, A.B. ..... Oxford
Critcher, Hattie Lou, A.B. ..... Raleigh
Cross, Ruby, A.B. ..... Holly Springs
Dame, Olive, A.B. ..... Fort Pierce, Fla.
Davis, Lucile, A.B. ..... Winston-Salem
Davis, Pauline, A.B. ..... Winston-Salem
Davis, Rusha, A.B. ..... Pinetops
Derby, Louise, A.B. ..... Fayetteville
Dobson, Mary Elizabeth, A.B. ..... Flushing, L. I., N. Y.
Dockery, Catherine, A.B. ..... Mount Gilead
Early, Eleanor, A.B. ..... Windsor
Earp, Elsie, B.S. ..... Selma
Ebbs, Frances, A.B. ..... Asheville
Edwards, Eleanor, A.B. ..... Cary
Ellis, Celia, B.S. ..... Star
Farris, Anna Louise, A.B. ..... Raleigh
Fife, Dorothy, A.B. ..... Kittery, Me.
Goldberg, Frances, A.B. ..... Wilmington
Goodman, Alice, A.B. ..... Raleigh
Green, Mary Elizabeth, A.B. ..... Drexel
Griffin, Sarah, A.B. ..... Pittsboro
Hackney, Nina, A.B. ..... Raleigh
Harris, Frances, A.B. ..... Elizabeth City
Harris, Mary Elizabeth, B.S. ..... Elkin
Hawes, Sudie, A.B. ..... Rose Hill
Haywood, Viridis Betty, A.B. ..... Candor
Heatherly, Helen, A.B. ..... Raleigh
Heatherly, Rose, A.B. ..... Raleigh
Hilliard, Helen, A.B. ..... Norfolk, Va.
Hite, Faith, A.B. ..... Elizabeth City
Hodgin, Dorothy, B.S. ..... Greensboro
Holding, Etta Mae, A.B. ..... Rocky Mount
Hollowell, Annabel, A.B. ..... Elizabeth City

Hood, Lucinda, A.B. ..... Kinston
Houlder, Grace Ada, A.B. ..... Raleigh
Hoye, Emily, A.B. ..... New Haven, Conn.
Huffman, Helen, A.B. ..... Drexel
Jackson, Lula Mae, A.B. ..... Spring Hope
Johnson, Elizabeth, A.B. ..... Raleigh
Johnson, Natalie, A.B. ..... Morehead City
Josey, Martha, A.B. ..... Tarboro
Joyner, Martha, A.B. ..... Rocky Mount
Kester, Gwendolyn, A.B. ..... Wilmington
Kichline, Betty, A.B. ..... Raleigh
King, Betty, A.B. ..... Knoxville, Tenn.
Kramer, Margaret, A.B. ..... Elizabeth City
Lee, Rose, A.B. ..... Kinston
Leonard, Rachel, B.S. ..... Harbin, Manchuria
Lewis, Evelyn, A.B. ..... Chadbourn
Lewis, Mary Elizabeth, A.B. ..... Clifton, Ariz.
Lowdermilk, Dorothy, B.S. ..... Valdese
McCorkle, Eloise, A.B. ..... Winston-Salem
McKaughan, Margery, A.B. ..... Wake Forest
McKnight, Elizabeth, A.B. ..... Raleigh
McMillan, Mary Fay, A.B. ..... Soochow, China
McMillan, Mary Johnson, A.B. ..... Thomasville
Manly, Corine, A.B. ..... Goldsboro
Martin, Mary Katherine, A.B. ..... Raleigh
Martin, Sarah Ann, A.B. ..... Denton
Meiggs, Virginia, A.B. ..... Camden
Messenger, Martha, A.B. ..... Port Washington, N. Y.
Money, Elizabeth, A.B. ..... Madison
Moody, Elizabeth, A.B. ..... Raleigh
Moon, Doris, A.B. ..... Washington, D. C.
Morrison, Wilhelmina, A.B. ..... Newton
Neighbors, Evelyn, A.B. ..... Statesville
Nowell, Ruth, B.S. ..... Cary
Norvelle, Mildred, A.B. ..... Seaboard
Nye, Mataline, A.B. ..... Lumberton
Pearson, Ruby, B.S. ..... Apex
Perry, Dorothy, A.B. ..... Winston-Salem
Perry, Ella Ruth, A.B. ..... Colerain
Phelps, Virginia, A.B. ..... Raleigh
Pittman, Frances, A.B. ..... Kinston
Pittman, Florence, B.S. ..... Scotland Neck

Pittman, Martha Kyle, A.B.....Fairmont
Porter, Grace, A.B.....Rockingham
Powell, Lillian, A.B.....Kerr
Powell, Zudie, A.B.....Winston-Salem
Prevost, Dorothy, A.B.....Raleigh
Privott, Ruth, A. B.....Edenton
Reynolds, Virginia, A.B.....Raleigh
Riggs, Grace, A.B.....South Mills
Roberts, Helen, A.B.....Youngsville
Roney, Alma Lee, A.B.....Burlington
Rose, Ruth Evelyn, A.B.....Smithfield
Rudisill, Susan, A.B.....Greenville, S. C.
Russell, Ethel, B.S.....Macon
Sale, Margaret, A.B.....Elkin
Saunders, Kathleen, A.B.....Kinston
Saunders, Ruth, A.B.....Reidsville
Sawyer, Mary Florence, A.B.....Belcross
Sawyer, Zita, A.B.....Belcross
Sears, Ruth, A.B.....Morrisville
Shuford, Katherine, A.B.....Lexington
Sloan, Helen, A.B.....Durham
Smith, Ruth Barnes, B.S.....Goldsboro
Sorrell, Gaynelle, A.B.....Raleigh
Summerlin, Mary Brice, A.B.....Latta, S. C.
Tilley, Pauline, A. B.....Raleigh
Tingen, Margaret, A.B.....Burlington
Tissue, Virginia Mae, A.B.....Mount Hope, W. Va.
Tyson, Margaret Peale, B.S.....Georgetown, S. C.
Wallace, Marion, A.B.....Raleigh
Walters, Mary Cathren, A.B.....Hester
Waters, Esther, B.S.....Goldsboro
Watkins, Alyne, A.B.....Andrews
Wilson, Addie Belle, A.B.....High Point
Wilson, Marjorie, A.B.....Winston-Salem
Yow, Mattie, A.B.....Lemon Springs

Special Students

Arey, Evelyn, A.B.....Salisbury
Armstrong, Charlotte Elizabeth, A.B.....Massachusetts
Branch, Virginia, Piano.....Enfield
Brown, Mrs. Peyton, Voice.....Raleigh

Burns, John, Voice.....Wake Forest
Copeland, Mrs. Robert, Organ.....Raleigh
Cuthrell, Barbara, Violin.....Goldsboro
Day, Ethel, Piano.....Southern Pines
Eden, Maisie, Art.....Raleigh
Everett, Mrs. Ruth Heatherly, Piano.....Raleigh
Freeman, Charles, 'Cello.....Raleigh
Freeman, John, Voice.....Raleigh
Freeman, Thomas, Violin.....Raleigh
Grimmer, Mae, A.B.....Virginia
Hamrick, James, Violin.....Raleigh
Hamrick, Martha, Piano.....Raleigh
Hamrick, Olive, Piano, Violin.....Raleigh
Hanyen, Jennie M., Voice.....Pennsylvania
Hood, Mrs. J. C., Art.....Kinston
Johnson, Charles E., Art.....Raleigh
Laidlaw, Alice, A.B.....Raleigh
Lober, Adele, Piano.....Raleigh
McCanless, Anne, Voice.....Raleigh
McMillan, Aileen, Piano.....South Carolina
Manly, Isaac, Violin.....Goldsboro
Martin, Hazel, Voice.....Raleigh
Martin, Alfred, Voice.....Wake Forest
Merritt, Dorothy Gertrude, A.B.....Raleigh
Meuse, Anne, Violin, Voice.....Raleigh
Ogburn, Grace, Art, Violin.....South Carolina
Peacock, Carolyn, Organ.....Massachusetts
Peebles, Mary, Voice, Piano.....Raleigh
Phillips, Lillian, A.B.....Sanford
Reynolds, Lulie, Voice.....Raleigh
Riddle, Mrs. A. A., Art.....Raleigh
Roberts, Huber, Organ.....Raleigh
Rosel, Alverda, A.B.....Ohio
Schaub, Mary, Art.....Winston-Salem
Sharp, Sally, 'Cello.....Raleigh
Siddell, Mrs. H. A., Art.....Raleigh
Staudt, Mrs. Fred W., Piano.....Raleigh
Watson, Virginia, A.B.....Raleigh
Williams, Lena Mae, Violin.....Chapel Hill
Womble, Mrs. Ralph, Voice.....Sanford

Summary of Students

Seniors	98
Juniors	101
Sophomores	88
Freshmen	152
Total classmen	439
Specials	44
Total	483

Summary By States

Alabama	1
Arizona	1
China	2
Connecticut	1
District of Columbia	3
Florida	4
Georgia	2
Jamaica, B. W. I.	1
Kentucky	2
Maine	1
Maryland	1
Massachusetts	2
North Carolina	424
New Jersey	1
New York	4
Ohio	1
Pennsylvania	2
South Carolina	18
Tennessee	4
Virginia	7
West Virginia	1
Total	483

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MEREDITH COLLEGE

THE ART EXHIBITS

The work of Miss Katherine Davis of Winston-Salem, senior from the Art Department, was exhibited Friday afternoon in the blue parlor. Miss Davis offered two "diploma compositions," one a portrait study of Mary Lois Parker, and the other *A Bowl of Red Roses.* Her interest in portraiture was seen in portrait studies of several members of her family. Two of her portraits, one of her grandfather and another, *John Henry,* of a little colored boy, a direct expression of child life, received "honorable mention," as did also a colorful canvas catalogued as *Zinnias.* There were some free, crisp studies, from life, in broad line crayon, which showed her ability to record quickly, and a block printed table cover, which gave evidence of her sense of beautiful design and of her patience in executing it.

During the afternoon the mother of Miss Davis served delicious refreshments to the many friends and relatives who crowded the parlors for the exhibition.

Miss Davis has been given a scholarship in a New York school of art, and will continue her studies there next winter.

An exhibit of the work of the entire Art Department was on display in the college parlors Saturday and Sunday afternoons. The work of two majors in art, Miss Peg LeGrand of Shelby, N. C., and Miss Zellah Washburn of Jamaica, B. W. I., received special recognition. There was fine line and color in Miss LeGrand's fashion drawings and an exquisite daintiness in the fabric designs of Miss Washburn. In addition to the work exhibited in the parlors there is in the Meredith dining room a large mural panel which was done by Miss LeGrand and Miss Washburn. This painting, valued very highly by the college, completes the end decorations of the room and adds greatly to its beauty.

Misses LeGrand and Washburn will also continue their studies in New York next winter.

The art education classes gave a fine showing of designs for block printing, posters, tiles, modeling in relief, and book binding.

All the classes of the Art Department have been full through the year, and the walls were covered with many examples of life and cast drawings, still life, and flower paintings, the flower studies in tempera being unusually attractive, excellent in arrangement and color.

THE ANNUAL CONCERT

The annual concert was held in the college auditorium Friday evening at eight-thirty. The program opened with a *Bourree* by Bach arranged for two pianos. Miss Grace Talton and Miss Annie Elkins interpreted this with a pleasing combination of classic restraint and nicety of shading.

The Glee Club, under the direction of Miss Ethel Rowland, sang two Russian numbers, *Through the Silent Night,* by Rachmaninoff, and *On the Steppe,* by Gretchaninoff. The fresh young voices blended beautifully in the haunting harmonies of these two numbers.

After these songs, Miss Lena Honneycutt played a piano solo, *The Maiden's Wish,* by Chopin-Liszt. There is a delicate grace to Miss Honneycutt's playing which is particularly refreshing.

Miss Marguerite Warren, a graduate in Public School Music, sang *The Blind Girl's Song,* from *La Gioconda,* by Ponchielli. Miss Warren sang this aria with understanding and showed a command of tonal variety. Miss Mildred Moore played a sympathetic accompaniment to this number.

Miss Louise Thomas played the beautiful *C Major Rhapsodie,* by Dohnanyi, with a rhythmic verve and crispness which made it especially enjoyable.

The first movement of the *Organ Sonata Number Four,* by Guilmant, was played by Miss Dixie Lee Bale with clearness and intelligence.

Miss Josephine Arnette sang a group of three numbers, *Per la Gloria,* by Bononcini, *Thou'rt Lovely as a Flower,* by Schumann, and *Farewell Ye Forests,* from *Joan of Arc,* by Tshaikowsky. She has a warm, rich voice, and a most pleasing stage presence. Miss Louise Correll, who played the accompaniments for Miss Arnette as well as for the Glee Club, showed herself to be a most excellent accompanist, especially in the difficult score of the Aria from *Joan of Arc.*

The first movement from the *Sonata Eroica,* by MacDowell, was played by Miss Grace Talton. She played with a luscious, rich tone, and she had good command of the dramatic possibilities of this composition.

The Glee Club achieved some beautiful ethereal vocal effects in Fletcher's *Valleys of Dream.* Their last number, a Chilean Folk Song, *River, River,* was warmly applauded.

The closing number, the *Chromatic Etude,* by Saint-Saens, for two pianos, was played by Miss Lena Honneycutt and Miss Louise Thomas. This fascinating, zestful composition brought the program to a close.

THE COMMENCEMENT PROGRAM OF LITERARY SOCIETIES

Of especial interest to the students and alumnae were the exercises held by the societies in the college auditorium on Saturday morning at nine o'clock. The Astrotekton Literary Society marched in first, singing the song of the "White and Gold." Peg LeGrand led the singing and Marguerite Warren played the accompaniment. The members of the Philaretian Society then entered singing their song to Mother Phi, led by Frances Calloway and accompanied by Mildred Moore. Grace Carr, president of the Astrotekton Society, presided with dignity and ease. Nancye Viccellio, president of the Kappa Nu Sigma Honor Society, was recognized at this time and announced the elections of the society. She made a brief statement concerning the aims and ideals of Kappa Nu Sigma, and then pinned badges on the new members. The senior chosen was Peg LeGrand, and the four juniors were Meredith Johnson, Cornelia Atkins, Evelyn Crutchfield, and Helen Sears.

Eliza Briggs, president of the Philaretian Society, introduced the speaker who was to present the Minnie Jackson Bowling Medal for the best essay written by a Philaretian. Mrs. Maude Davis Bunn, ex-president, commended the winners for the worthy use of her leisure, and presented the award to Nancye Blaire Viccellio.

The presentation of the athletic awards caused much enthusiasm among the students. Mrs. Gertrude Royster Sorrell, director of Physical Education, awarded letters or stars to forty-seven girls who had perfect gym attendance for this year. Ruth McCourry, president of the Athletic Association, presented the miniature cup for tennis singles to Faith Hite, miniature cups for tennis doubles to Faith Hite and Doris Moon, and the trophy for the best all-around athlete to Katherine Davis.

Grace Carr introduced Dr. Hubert Royster, who presented the Carter-Upchurch medal to the member of the Astrotekton Society who wrote the best essay. He lauded power of expression, but reminded his listeners of the hard work that was needed for writing. The medal was awarded to Margaret Tilghman.

It was with great pleasure that the audience listened to Mr. P. A. Carter, of New York. Mr. Carter early became interested in Meredith College and has since been a loyal friend, donating each year the medal presented to a member of the Astrotekton Literary Society.

As the recessional the two societies sang *Queen of Our Hearts.*

THE ALUMNAE

Saturday, May the twenty-seventh, was Alumnae Day for Meredith women from all over North Carolina and from other states, who had come together for a season of business and pleasure. Under the direction of Miss Mae Grimmer, the efficient alumnae secretary and treasurer, a splendid program had been outlined, and this was carried through in one of the most successful gatherings in the history of the college.

Miss Edith Bagby, '33, of Raleigh, chairman of the Hospitality Committee, had charge of registration in the rotunda, and gave a cordial welcome to one and all. The alumnae who were back for the first time were given all necessary information, and were shown the various points of interest on the grounds by "official guides." A pleasing feature of the work of the same committee was the presentation of shoulder corsages to Miss Denmark, the speaker of the day, and to Mrs. Leggett, president of the Association.

The business meeting of the Alumnae Association was held as usual in the Astrotekton hall, which had been beautifully decorated with baskets of vari-colored flowers. Mrs. Helen Hilliard Leggett, '09, of Scotland Neck, presided and opened the meeting with the singing of several verses of *Alma Mater,* after which the Lord's Prayer was repeated in concert.

Dr. Brewer then delivered his annual message to the alumnae. His talk was inspiring as he told of the increased attendance during the past year. He also stated that according to prospects all dormitories will be filled next year. Especially did he stress the fact that during the days of the depression the standard of the college had not been lowered, but rather raised. The faculty had unanimously voted to take a salary cut rather than lose some of its members by diminishing the teaching force.

The speaker of the day was Miss Annie Dove Denmark, '08, formerly of Goldsboro, but now president of Anderson College, Anderson, South Carolina. An unusual feature of her appearance at Meredith was the fact that she left Alumnae Day at her own college, which she had not missed since her connection with it, to greet the alumnae of her Alma Mater. Miss Denmark has gained renown not only as president of Anderson College but also as editor of *White Echoes,* a compilation of the sermons of the late Dr. John E. White. Miss Denmark's subject was *Life Expanding,* and in a most impressive way she told her hearers of the possibilities of life at its fullest. She emphasized the fact that women of today must not be afraid of breaking traditions nor of making changes, but, paradoxically, at the same time, they must honor and uphold traditions which

represent ideals. With beautiful illustrations and apt quotations she reached the conclusion that "life expanding is life eternal."

Another feature of the program was a skit given by the "Granddaughters' Club," of which Mary Lois Parker, '34, of Woodland, is president. Her mother is Mrs. Bessie Parker Parker, '07. Each member of the club, which numbers sixty this year, gave her name and the name of her mother, and then the group gave several humorous, appropriate songs.

In the absence of the secretary, Mrs. Elizabeth Purnell Rand, '26, of Garner, Mrs. Lulie Marshall Wyatt, '09, of Raleigh, read the minutes of the last meeting. Miss Grimmer gave her report, which comprises a resumé of the past year's work. The objectives of the year—the interesting of high school students in Meredith; the Coupon Drive; the Magazine Campaign for a swimming pool; and the Ida Poteat Loan Fund—were discussed, and upon recommendation of the Executive Committee it was voted to continue all these.

Mrs. Maude Davis Bunn, '10, of Raleigh, gave the report of the committee on athletics. Mrs. Lila Stone Seymour, '11, of Apex, read the report of the obituary committee, paying tribute to the five alumnae who died during the past year—Mrs. Rosina Dowell Coburn, ex-'02, of Raleigh; Mrs. Flora Holloway Bostick, ex-'03, of Poochow, China; Lucile Majette, '11, of Wilson; Mrs. Edna Tyner Langston, '12, of Danville, Virginia; and Ethel Swanson, '32, of Lenoir. Mrs. Eleanor Conn Smith, ex- of Apex, read this beautiful and touching appreciation of "Dr. Dixon," whose death a short while ago cast a shadow over the activities of commencement:

"So recently has her sweetly vibrant voice been stilled, and her vivacious and delightful personality been withdrawn from our midst, it is with real difficulty that we realize that Dr. Elizabeth Delia Dixon Carroll is with us no more.

"We are all familiar with the pages of Dr. Carroll's life as a physician, as an educator, and as a civic-minded and public-spirited citizen. Her own works have so ably expressed her appreciation of life and its duties that little more need be told. Her services were so many and varied that she was indeed 'like one who lights many candles which in the after years reflect a mellow glow upon her memory.'

"Dr. Carroll was a woman of rarest charm and beautiful dignity, combined with the unfailing friendliness and courtesy of the true gentlewoman. She loved the good and beautiful, and was a favored spirit who 'found tongues in trees, books in the running brooks, sermons in stones, and good in everything.'

"Dr. Carroll was also endowed with rare reasoning powers and fine judgment. Capable and successful as a physician and teacher for many years, she was not content to live at ease. Never passed a day that she did not perform some service for others. Her humanitarian traits were strong, her interests unbounded, and she spent her energies and talents in sponsoring and aiding in every possible way all righteous causes, whether professional, civic, political or religious. Sternly conscientious in the expression of her views and in the accomplishment of her duties in every phase of her life, she never stooped to sell the truth to save the hour. Her life's work is written, and the records of that work will defy the passage of time.

"Tennyson said, 'I am a part of all that I have met.' If all who have had the privilege of knowing Dr. Carroll have drawn to themselves a part of her marvelous personality, a bit of her extensive knowledge as one who knew and felt great truths and told them, how widely must her influence radiate!

"Coming to Meredith in its earliest infancy, Dr. Carroll was truly a part of this institution. Her place here was unique, and can never be filled. It would be too much to expect it.

"How strange that one who labored so long and ardently to prolong human life, should meet death under such tragic circumstances!

"She has gone now into the setting sun, and the music at the close of her life is in the hearts of those whose lives she touched and helped so sweetly, so bravely and cheerfully.

Sleep sweetly, tender heart, in peace:
Sleep, noble spirit, blessed soul,
While the stars burn, the moons increase,
And the great ages onward roll.

Upon suggestion of Miss Harriet Herring, '13, of Chapel Hill, the Association voted to undertake the immediate raising of funds for a swimming pool as a memorial to the beloved physician. It was also voted that the secretary should write a letter of appreciation to Mrs. Norwood, "Son," who retired a few years ago on account of ill health.

The nominating committee was represented by Mrs. Janie Burns Oakley, '29, of Roxboro, who reported the nomination of Mrs. Helen Hilliard Leggett, '09, of Scotland Neck, for president; Mrs. Bernice Hamrick Hoey, '26, of Canton, for vice president; Miss Margaret Bright, '07, of New Hill, for secretary; and Miss Lois Johnson, '15, of Thomasville, for commencement speaker, with Mrs. Virgie Egerton Simms, '04, of Raleigh, as alternate. This report was unanimously adopted.

As a conclusion to the program, Mrs. Leggett made a short talk, stressing the sacrifices which parents had made in sending the present

alumnae to college, and urged that each alumna, in recognition of such sacrifice, should strive to put forth the best possible efforts in college, civic, or state work. She recalled two recent meetings at which Dr. Dixon told how she had insisted that "the girls" make prominent places for themselves in various activities.

Miss Ellen Brewer, '18, of Meredith College, as chairman of the social committee, had departed from the usual procedure and arranged the luncheon in the college dining room. A long speakers' table and individual tables for other guests bore bowls or bud vases filled with pink roses and larkspur, while large baskets of the same flowers were placed around the piano and under each window. A tempting three-course luncheon was perfectly served in every detail. The programs, containing the cleverly rhymed menu by the chairman of the committee, the original sketch of the summer house on the campus by Mrs. Lucy Sanders Hood, '14, of Kinston, and college songs, were unique in every respect. Three hundred guests were in attendance, including many alumnae, the class of '34, the resident faculty, and many parents.

Miss Louise Mays, '23, of Portsmouth, Virginia, was toastmistress, and in a charming, amusing manner carried out the order of the program. Her witty remarks and appropriate allusions gave zest to the whole hour. She called upon the assemblage to give recognition to Dr. and Mrs. Brewer, Dean and Mrs. Boomhour, Miss Ida Poteat, Miss Caroline Biggers, and Miss Welch.

With Miss Virginia Branch, '28, of Enfield, at the piano, several college songs were sung, after which toasts to the reunion classes of '02, '03, '04, '05 and '21, '22, '23, '24 were given by Mrs. Ethel Carroll Squires, '07, of Wake Forest. Response for the older classes was made by Mrs. Virgie Egerton Simms, '04, of Raleigh, and for the younger classes by Mrs. Mabel Oldham Young, '24, of Stovall.

The class of '09, which celebrated its twenty-fifth anniversary, was asked to stand while a clever toast in verse was given by Mrs. Mabel Claire Hoggard Maddrey, '28, of Lewiston. Mrs. Hattie Sue Hale Newcomb, '09, of Wilmington, responded to this in her characteristic manner.

A toast to the classes of '32 and '33 was given by Mrs. Margaret Craig Martin, '30, of Marion, to which each class responded with an original song.

Mrs. Leggett fittingly welcomed the "baby" class of '34, to which Miss Katherine Davis of Winston-Salem, class president, responded.

During the luncheon hour, the freshman, sophomore, and junior classes entertained the guests with short sketches illustrating some activity of the Association. These were received with much applause.

The program closed with two songs rendered by Mrs. Frances White Madry, '24, of Scotland Neck, with piano accompaniment by Miss Bessie Futrell, '05, of the same town, both of whom are well known musicians in this state and elsewhere.

THE CLASS DAY EXERCISES

The class day exercises took place in the grove on Saturday afternoon at four-thirty. Before the review the marshals distributed printed programs, which read as follows:

The Faculty and Trustees of Meredith College Present
the Graduating Class in

THE 1934 REVIEW

Staged by.....Katharine Davis and Zellah Washburn
Written by.....The Stunt Committee
Music by.....Marguerite Warren
Directed by.....Virginia Garnett
Gowns by.....Lucille Shop

CAST OF CHARACTERS

(In order of their appearance)

Father.....Ruth McCourry
Mother.....Catherine Farris
Ima Frosh.....Gwennie Crowder
President Freshman Class
Sophie.....Nancye Viccellio
Understudy for Martha Davis,
President Sophomore Class
June.....Virginia Garnett
President Junior Class
Senora.....Katherine Davis
President Senior Class
Little Sister.....Ann Bradsher
President Class of '36
Mr. Wake Forest.....Peg LeGrand

The sophomores marched in, bearing the daisy chain and singing to the seniors the song that belongs to the even classes. They marched with perfect precision and rhythm. While they sang, the seniors, dressed in two shades of green, entered and took their places in the center section.

Emily Miller first presented the class mascot, the young son of Martha Davis Lowrance, and then announced the program. Each

of the four presidents of the class of 1934 had a word of greeting for the guests.

The play was quite fittingly a summary of the history of the class of 1934. The first scene introduced a father and mother waiting to welcome home their four daughters who were returning from college. The parents were told by each girl upon her arrival that she had fallen in love with Mr. Wake Forest, a young man who played a big part in the following episodes. First, he had a game of tennis with Ima Frosh, and found out how much she accomplished; then he went to a meeting with Sophie, and to a tea with June. At the tea given by June, Josephine Arnette sang and left him in a doubtful frame of mind—with three such lovely and perfect girls, which was he to choose? He finally settled the question when he found out that Senora was not perfect, and asked her to marry him. Her lack of perfection had been shown by the fact that she had lost the crook during the senior year. After making this revelation Katherine Davis presented the crook, with her cap and gown, to the president of the incoming Senior Class. Elizabeth Poplin graciously received these badges of seniority.

The seniors sang to their "big sisters," the class of '32, who immediately responded. Then they sang to their "little sisters," and the class of '36 answered with a song. While the audience sang *Alma Mater,* the seniors went out between the daisy chains, followed by the sophomores.

THE DRAMATIC CLUB PLAY

At six-thirty on Saturday evening, the Dramatic Club, with the assistance of many departments of the college, presented *Iphigenia in Tauris* of Euripides, in the translation of Gilbert Murray. The play was directed by Dr. Helen Price and Dr. Florence Hoagland. The committees were as follows:

Costumes: Miss Ida Poteat, Miss Mary Tillery, Miss Jennie Hanyen, Dorothy Merritt, the Art Department, the Home Economics Department.

Dances: Mrs. Leslie P. Spelman, Peg LeGrand, Elberta Foster.

Music: Mr. Leslie P. Spelman, Miss Charlotte Armstrong, Miss Alverda Rosel, Mildred Moore.

Posters: Miss Mary Tillery, the Art Education Class.

Program: Zellah Washburn, Pauline Perry.

Staging: Peg LeGrand, Eliza Briggs, Susan Emma Sloan, Katy Sams, Norma Rose.

Student Director: Emily Miller.

Costumes designed by Miss Mary Tillery.

The members of the cast were as follows:

Iphigenia, Elizabeth Lee; Orestes, Nancye Viccellio; Pylades, Mamie Lou Forney; Thoas, Peg LeGrand; Herdsman, Margaret Kramer; Messenger, Mary Faye McMillan; Pallas Athena, Nancy Bunn; Leader of the Chorus, Olive Dame; Attendants, Faith Hite, Nina Binder; Soldiers, Ella Lee Yates, Inez Poe, Pauline Perry, Mary Faye McMillan; Chorus, Dorothy Dockery, Pauline Davis, Madaline Nye, Loretta Nichols, Esther Waters, Catherine Canady, Maybelle Wheeler, Anabelle Hollowell, Elberta Foster, Hilda Williams, Elizabeth Biggs, Ruby Barrett, Edith Bowdon, Ruth Alice Ward.

The play, which was given on the steps of the dining room, was a great success—in spite of the cold weather. The whole performance showed the simplicity and restraint necessary to the success of such a play and a careful attention to details not usually seen in amateur productions. The atmosphere created by the discerning interpretation and correlation of the different elements of the play was wonderfully sustained. The staging, though not elaborate, was sufficient and pleasing. The porch of the dining hall was converted into the front of a Greek temple by a white pediment and columns. These, with the wide steps and the porch itself, made an excellent setting. Wings made of small pine trees concealed the music makers and the characters off stage.

The costumes were unusually effective. The robes of the chorus, with the borders finished in colors, gave evidence of painstaking work and an intelligent study of Greek design. Iphigenia's royal purple robe and golden head dress lent the distinction demanded for her position and made a striking contrast to the no less beautiful costumes of the chorus. All parts of all costumes are worthy of mention, particularly the breastplates and helmets of the soldiers, and the realistic red beard of Thoas.

The actors deserve high praise, not only for their acting but for the memorizing and interpreting of the difficult lines. Elizabeth Lee's portrayal of Iphigenia was remarkable for its fervor and restraint. Orestes and Pylades were convincing, as were the herdsman the messenger. Thoas was a truly barbaric king and his acting in the last scene with the goddess Athena received much flattering comment.

The attendants and soldiers furnished admirable support to the main characters. Perhaps more through the chorus than through any of the other elements of the play was the atmosphere sustained; the dancing and singing, executed with such "perfect energy and repose," and the statue-like grouping under the floodlights communicated to the audience an indescribable sense of beauty and completeness.

The success of the play is sufficient comment on the capable directing of Dr. Price, Dr. Hoagland, and Emily Miller, president of the Dramatic Club, '33-'34.

The directors were ably assisted by Professor and Mrs. Spelman, who were responsible for the training shown in the incomparable achievement of the chorus.

COMMENCEMENT SUNDAY

SUNDAY MORNING

ORDER OF SERVICE

Eleven O'clock

Organ Prelude—Chorale-Preludes ..... Johannes Brahms
Savior of My Heart
A Rose Breaks Into Bloom
My Inmost Heart Doth Yearn
Hymn—"Holy, Holy, Holy"
Invocation ..... President Charles Edward Brewer
Contralto Solo—"O Rest in the Lord" ..... Mendelssohn
Miss Ethel Rowland
Scripture Lesson—Dr. Kyle M. Yates
Prayer—Dr. Kyle M. Yates
Anthem—"Ave Maria" ..... Johannes Brahms
Baccalaureate Sermon—Dr. Kyle M. Yates,
Southern Baptist Theological Seminary, Louisville, Ky.
Hymn—"Dear Lord and Father of Mankind"
Benediction—Dr. Kyle M. Yates
Postlude—Finale from First Sonata ..... Alexander Guilmant

In the morning sermon Dr. Kyle M. Yates, who was born in Wake County and is a graduate of Wake Forest College, chose from John 1:42 the five words of his text, the words spoken to Peter: "Thou art . . . thou shalt be."

The preacher, who is intensely interested in young people, pleaded with the graduating class to front the opportunities of today, for there is need of patience, of wise choices, of clear, true thinking about the pattern each soul shall wear tomorrow. College graduates belong to a privileged class, for out of a hundred from high school, only forty enter college, and of the forty, only fourteen remain through the four years. Therefore it is wise to choose now the things that are most important—health of body, mind, and soul—and to refuse everything that defeats and mars.

Dr. Yates then made a direct appeal, saying in effect: In the building of your tomorrow's self there are certain things that really matter:

1. *Not what you are but what you hope to be.*

Your dreams, hopes, desires, and ambitions really determine the measure of your soul. Solomon in Gibeon asked out of the inner

yearnings of his heart for an understanding heart. What is your most ardent desire? Ideals make a life.

2. *Not what you have done but what you desire to do.*

You should be planning the highest things for the future. Are you content with second best? The challenge comes as it did to the man who conquered Mt. Everest. When asked, "Why climb it?" he answered, "Because it is there." God offers you the privilege of choice. But this privilege is also a grave responsibility.

3. *Not the deeds you do but the motive back of them.*

There are four great words that inspire men: Life, love, hope, opportunity. A world without life is a world of death. A world without love is a world of hate. A world without hope would be a world of despair. A world without opportunity would be a world of fast closed doors. Put God into your life, and you have eternal life. Put God into your love and you have love for all mankind. Put God into hope, and the shadow of death is dispelled, and you have a vision of the sunlit heights of immortality. Put God into opportunity, and all doors fly wide open.

4. *Not the bigness of the field, but the bigness of vision.*

Make the field a big one by extending the horizon to include all peoples, even as did heroic men and women in the past: Florence Nightingale, Clara Barton, Carey, Livingstone.

5. *The ability to read the meaning of the vision, and to obey it fully.*

You are crusaders for Christ, and your success consists in a vision and a task. Both are essential. If we have the vision alone, life lapses into dreamy unreality, and we become mystical and visionary. If on the other hand we have only the task, life stays on the low levels, is sluggish, lacking in throb and thrill, and we become mere driven drudges. Real, complete life demands both elements: a vision and a task. And the value of each is magnified when God is put first.

SUNDAY EVENING

Order of Service

Eight O'clock

Organ Prelude—Gloria Domini.....T. Tertius Noble
Hymn—"Lead On, O King Eternal"
Invocation—Dr. Kyle M. Yates
Sextette—Evening Hymn.....Dudley Buck
Scripture Lesson—Dr. Kyle M. Yates
Prayer—Mr. Samuel L. Morgan
Hymn—"Work, For the Night Is Coming"
Missionary Sermon—Dr. Kyle M. Yates,
Southern Baptist Theological Seminary, Louisville, Ky.
Anthem—"Sweet Is Thy Mercy Lord".....Joseph Barnby
Benediction—Mr. Samuel L. Morgan
Postlude—Pomp and Circumstance.....Edward Elgar

Dr. Yates prefaced his missionary sermon by saying that in his opinion the recent *Laymen's Report of Missions* was wrong in regard to the basis of missionary enterprise, and also in regard to its aim, methods, and results; he considers that this enterprise is right in its basis: one true God, the only God; one Christ, our Saviour; one way, the only way. It is right in its aim: to make Christ known to all men as Saviour, to lead them to Christ, and to gather them into churches. It is right in its methods: preaching, teaching, establishing hospitals. It is right in its results, and also right in its essential spirit: missionaries going as Christ went, devoting their lives to saving others.

The text was Paul's message to the Roman Christians: "I am debtor both to the Greeks, and to the Barbarians; . . . So, as much as in me is, I am ready to preach the gospel to you that are in Rome also. For I am not ashamed of the gospel of Christ." The preacher said that in answering this challenge there are these to be considered: the soul out there, the four hundred million who do not know Christ; the soul up there, Jesus Himself; the soul on the inside, that the rest of us can't see.

"I am debtor." There is the sense of personal obligation felt acutely. "I am ready." There is the dedication. Yet Paul qualifies this response: he promises only Paul's part,—"so much as in me is." He looked the Man-out-there in the face, he read the mute appeal of the millions unsaved, he counted the cost, then he said, "I am ready." Don't get in the game unless you are prepared to go the limit. "I am not ashamed." How was Paul, the haughty Pharisee,

changed on the Damascus road, when he saw the Saviour's face? How was Albert Schweitzer changed, when he turned from fame in Europe as musician, surgeon, philosopher, to live in the heart of Africa,—so that today he has become perhaps the greatest living missionary?

Realizing something of the call of the unsaved world, looking upon him who is the Rock of Ages, looking frankly into your own hearts, can you face this challenge and say, for Jesus Christ's sake: "You can swear me for service, I'm ready. Lead on!"

THE COMMENCEMENT EXERCISES

The commencement exercises of the session 1933-1934 were held on Monday morning, May twenty-eighth, at ten-thirty o'clock. The academic procession entered the auditorium while Mr. Spelman played the march, *Grand Choeur.* This composition and the other musical numbers on the program were written by the same noted modern French composer, Caesar Franck. After the singing of the hymn, *Come Thou Almighty King,* by the audience, the invocation was offered by the Reverend Charles Leonard, a missionary just returned from Manchuria. In the lovely vocal solo which followed, Miss Rowland was accompanied by Miss Branch, at the piano, Miss Armstrong, on the violin, and Mr. Spelman at the organ.

President Brewer announced the following honors and awards:

Present members of Kappa Nu Sigma Honor Society

OFFICERS

Nancye Viccellio.....President
Mary Florence Cummings.....Vice President
Margaret Tilghman .....Secretary
Carolyn Wray .....Reporter

MEMBERS

Isabel Morgan
Jean Simpson
Katherine Blalock
Frances Gray

NEW MEMBERS

Elizabeth LeGrand
Inez Poe
Pearl Robertson
Cornelia Atkins
Meredith Johnson
Helen Sears
Evelyn Crutchfield

The Elizabeth Avery Colton Prize, presented each year by the brothers of Miss Colton, for the best contribution appearing in the

Acorn for the current year, has been awarded to Ruamie Squires for the poem, *Richard III.*

The prize presented by the Department of English to the student who has read most widely and intelligently has been awarded to Arabella Gore.

It is customary for the Department of English each year to give public recognition to those students who have done independent reading.

Those in the first rank are:

Kate Covington
Dorothy Fife
Kathleen Gilleland
Arabella Gore
Alice Goodman
Annabelle Hollowell
Betty Kichline
Frances Pittman
Virginia Reynolds
Mary Ruffin
Katherine Shuford
Carolyn Wray
Sarah Elizabeth Vernon

Those in the second rank are:

Mary Fay MacMillan
Mary Johnson MacMillan
Inez Poe
Katherine Martin
Emily Miller
Mary Lois Parker
Lucile Cates
Margaret Kramer
Helen Melton
Elizabeth Money
Gaynelle Sorrell

The prize presented each year by Miss Harris to the student in American Literature who compiles the best bibliography has been awarded to Carolyn Wray.

The speaker of the occasion, Dr. Bernard C. Clausen, pastor of the First Baptist Church of Pittsburgh, Pennsylvania, was introduced by President Brewer. For the fifth time in eight years Dr. Clausen made the commencement address.

TRY IT

For once Chicago seems to have been too modest. Forced to devise a name for the great exhibition, Chicago called it only "A Century of Progress." But every good American feels that this has really been *"The* Century of Progress,"—so far ahead of any other century that modesty is false.

It has been a thrilling experience to see the possessions of our day set off in vivid contrast against the paltry tools that were the best men could muster a hundred years ago. Awed by it, we realize the importance of that unprecedented wave of mechanical ingenuity

which has swept over human history. We rejoice in the promise of these fantastic engines which have given each man in the world the equivalent of forty human slaves and have made unnecessary and absurd anything resembling human slavery.

Yet millions of us have gloated in our pride, without being at all curious concerning the secret of this century of progress. It was not brought into being by mere determination. Nature's resources did not produce it, for other centuries had slumbered over treasures of coal and iron as rich. Nor was it achieved by concentrated thought. Men did not "use their heads" for the first time in 1833. The great thinking in human history was done in a Greek city called Athens, hundreds of years ago. Indeed, there was one Greek philosopher, Thales by name, who paused one day upon the very threshold of our mechanical development. Pondering the problems of the universe, he chanced to see before his wondering eyes, the first intimation of static electricity. What would have happened had he promptly followed up that clue? But he was a Greek gentleman and a philosopher. No gentleman could soil his hands with experimentation. No philosopher could waste his time testing things out for practical consequences. So Thales promptly left the phenomenon which had intrigued him and set himself firmly to think about "the nature of things." Years later, he died, still a Greek gentleman and a philosopher, still concerned with the essence of the universe, in what was called "pure thought." And "static electricity" remained a mystery, waiting for a century like ours.

For the unique quality of these hundred years of progress has been a disposition to follow the dictates of a crisp saying, "Try it." These two words sum up the fundamental attitude of scientific endeavor. And they dominate our lives.

The favorite toys for boys nowadays are not lead soldiers (Thank God), but chemistry sets and model aeroplanes. Our household shrine is the cellar workshop; our favorite public building is the Patent Office; our symbolic Uncle Sam is the eternal Yankee tinkerer; our heroes are the practical men. We revere a man like Edison, who when he came to the problem of an incandescent electric light, tried one hundred and sixty-seven absolutely different substances from all parts of the world,—human hair from China, strands of silk from Japan, a loop of bamboo from the South Sea Islands,—before he succeeded with what seemed to be the most fantastic suggestions of all. We build our monuments to the Wright Brothers who figured out the problem of flying by mathematical computations in their bicycle shop in Dayton, and then, unable to be content with a correct equation, built its symbols into a funny old rattle-trap machine which

they wheeled out on the sands of Kitty Hawk, and there with infinite patience in all kinds of weather, tried it, tried it, again and again, until one day that odd bird fluttered its own weight into the air, and men had flown for the first time in history. We place upon the throne of industrial kingdoms, men like Kettering, now general research counsel for General Motors Corporation. Kettering began as a telephone "trouble-shooter" and a cash register repair man. But his overalls were always greasy, his hands were always reaching into gears and cams, his eyes were always bright with joy in tinkering. At the peak of engineering success he is an acknowledged inventor of the electric ignition system, the electric self-starter, ethyl gasoline, and mechanical refrigeration. Such men represent the logical result of experimental daring. They believe nothing, reject nothing, until they try it. They try it against the attacks of artificial difficulties. They try it for its practical use in life. But with these three demands they build a new world. The gleaming lights of the Chicago Fair are only the symbols of a civilization which can defy forever, hunger, cold, storms, pests and diseases on behalf of all mankind. On the material plane, men need never want again. This is the culmination of the Century of Progress.

It has its air of tragedy mixed with its pride. Now that we can defy want, why does want still defy us? We possess tools to produce plenty. The fault must be in other fields where a cultural lag can be discerned. The same Chicago which listens with glee to the click of the turnstiles as millions pay their way into the Fair, hides beneath the shadows of its loop those grim bread lines of troubled men who reach up for bowls of stew to keep body and soul together. The same months which attract the mind of America toward the Century of Progress exposition, witness the rise to popularity of that bitter ballad of the slums, "Brother, Can You Spare a Dime?"

> We can build a tower
> With a thousand gleaming lights,
> But cannot find the formula
> For simple human rights.

Perhaps what we need in the field of social organization and distribution is a generation of thinkers. Be asssured that that is what we are getting whether we need it or not. Roosevelt is many things to many men, as any President must be,—but he is essentially a Kettering in politics. He is absolutely committed to experiment. He will make mistakes, but he is not afraid. He will listen to any suggestion from whatever source,—from Russia,—from college professors! And he will try it. He will fling his idea into the very midst of difficulties.

refusing to wait for a fair sky and a gentle breeze. He will demand results not in terms of theoretical corrections, but of practical consequences. He has no interest in defending what he or anybody else throught of doing yesterday, if it appears to be failing today. His hands are greasy with the gears of the constitution. Nothing is happening to the hands; much may happen to the constitution. And he is only the beginning of a new generation that will take the words "Try it," which have worked magic in mechanics, and apply them seriously to the problems of human society. This new generation will be as scornful of old laws as we have been of old machines, as merciless toward creaking institutions as we have been toward outworn factories. They are building a new Century of Progress which will mean the better life, and their motto is "Try It."

But what has all this to do with religion? Nothing! That is the real tragedy. Move into the atmosphere of religion and you confront something quite different. This has been no Century of Progress in religion. Historians will mark it as a dead spot in development of faith. And this applies not merely to our failure to utilize the tools of science for a skillful proclamation of our message. The spirit of religion seems to be set in contradition to the spirit of science.

There was a Hall of Religion off in one corner of the Chicago Fair. What was its central feature? No challenging pageant of a vital faith defying the materialism of an erring world. No revelation of a daring assault in defense of the spirit against the menace of poverty and ignorance and misunderstanding and hate. Instead, under a blue light surrounded by an awed hush, was the Chalice of Antioch on which the lips of the disciples may have rested. Now that myth can be destroyed in an hour of critical examination. But, what if the myth were true? Is this a fitting symbol for faith in a Century of Progress,—this pallid shadow of a pathetic traditionalism,—surrounded on all sides by the mighty candor of scientific pride which scorns the antiquities of a century gone?

Here is the difficulty religion faces in a modern world, especially in those places where the Church is beat upon by waves of young life. We call them "plastic youth" but we must not deceive ourselves. They do not remain plastic until we decide to mold them. They are plastic until they are molded by the habits of their generation. And those habits are dominated by the secret of the century,—"Try It."

They are taught to try everything, and then make up their minds. But in religion the normal idea is to keep one's faith unsullied by other ideas until one is completely indoctrinated, to take a child and

drill his mind until the world cannot shake him, to suspect any one as being queer who manifests a naïve interest in the beliefs of others.

They are taught to be skeptical of claims unless the claim is submitted to absurd difficulties, to use the fiendish ingenuities of the laboratory to destroy ideas, if possible, by the wear and tear of controlled hardships. But in religion, people are supposed to believe first,—to say yes to all the questions,—to gain admittance to the group, —to swear allegiance to the faith as early as possible and to experiment, if at all, only after the name is safely written on the dotted line.

They are taught to be impressed only by things that have observable consequences in the quality of life; they scorn high sounding theoretical correctness of mere thought in favor of those ideas which have their usefulness in better life for all. But in religion, they are still oppressed by a certain staleness of cloistered air, by the hypocrisy of Sunday clothes and Sunday manners, but solemn warnings to keep away from such non-religious items as politics and peace and social justice.

There are pious people who regret this. They say, with a sigh, that it is unfortunate but unavoidable. If the young people are here and religion is there, we must be patient enough to wait until the young people come back to the place where religion has always been and will always be. But whose religion is this which has so fixedly disdained the experimental temper? Surely not the religion of Jesus!

He kept saying with almost frantic emphasis, "Try it, try it, try it." "Why call ye me Lord, Lord, and do not the things that I say?" The Scribes and Pharisees were open to his blame because they accepted his words but refused to experiment with them in life. "Do the will and ye shall know the doctrine." The rich young ruler seemed like such a promising prospect. He would have been whisked into the membership in a modern church before he could have finished his first sentence of suggestion. But Jesus refused to admit him until he could test his faith, and then refused him because his faith could not stand the test. "Whatsoever he sayeth unto you, do it." Then claim to believe after you have won the right to belief through doing!

Give us a century of that spirit in religion and we shall be ready for a real celebration. Let doubters review the claims of all religious leaders, let young minds read the faiths and hear the words of all, let the radio break down these barriers of ignorance and superstition, and in the midst of all this striving, let men and women take one long look at Jesus. That is all he needs,—all he asks.

If God seems unreal, do not begin to memorize a sentence from a creed. Begin by watching life. Ask, and see whether or not you receive. Seek, and wait until you have an answer. Knock, and see

if some one does not open the door before you. Experiment with your experience. Then reach your own fair conclusion.

If prayer seems unreasonable, do not be satisfied with reading books on prayer or with dismissing the whole matter. Try it. Take time tonight to bring the day to an end as if in the presence of God, looking back over the events of the day, analyzing their values, weighing their harms. Begin tomorrow by setting aside a few moments to anticipate the day as if in the presence of God. This is prayer at its simplest, but it is a chance for you to make up your mind by experiment.

Fling the truths of Jesus out into life. Controversy will neither justify or repudiate them. Only experience can do that. Take his teachings about peace and try them out personally in this war-infected world. Take his words about justice and the infinite value of the human spirit and apply them to industrial sins and to your own social responsibilities. Take the dream of the "beloved community" and inject it into municipal and state politics. Try it.

Give us a century of religion like that and we shall be justified in calling for another exposition at the end of it. In its Hall of Religion there will be no chalice of Antioch. And over its portrals we can inscribe that bold motto of experimental faith, "TRY IT."

After the address, the beautiful *Dedication Hymn* was sung by the entire audience. The music for this hymn was written by Russell Broughton of Oberlin College and sent to Meredith College to be used on Founders' Day of this year.

President Brewer, in his usual gracious manner, presented the diplomas and conferred the degrees. One Diploma in Art was presented; the Bachelor of Music degree was conferred upon one candidate; the Bachelor of Science degree upon ten; and Bachelor of Arts upon seventy-four.

In his address to the graduating class, President Brewer spoke simply and with feeling, calling the graduates to a life of high quality and devotion to the eternal standards.

The Reverend J. R. Farris, in presenting the Bibles, Meredith's last gift to her departing daughters, used a simple and beautiful illustration. He likened the building of character to the making of a perfect cabinet. Both need the spirit level, the rule, and infinite precision. The spirit level and rule for character are to be found in the Bible. The Bibles were given to the graduates by Dean Boomhour.

The immortal anthem of Caesar Franck, *Psalm 150,* was sung beautifully by the choir under Mr. Spelman's direction. Dr. B. W. Spilman pronounced the benediction. The session of 1933-1934 was

brought to a close by the singing of the *Alma Mater,* which was used as a recessional as the academic procession marched from the auditorium.

THE PRESIDENT'S ADDRESS TO THE GRADUATING CLASS

Young Ladies of the Graduating Class:

I join with your host of friends in extending to you heartiest congratulations upon this happy occasion. It marks the consummation of four years of study and achievement. As you look back upon these years, I dare say, they seem to have passed very swiftly. But you have arrived, and now each of you holds in her hand unmistakable evidence of that fact.

This is your commencement day. Your life enters today upon a new epoch—you face new conditions, new responsibilities, new opportunities. As with diploma in hand you begin this interesting career, you are already discovering unusual thrills. There may be something of misgiving. This will give way to a feeling of confidence as you meet in a worthy way the challenges presented to you. One unique condition faces you—you make your debut under conditions such as the oldest citizen now living never saw before. Your generation will largely control in the development of these times and, perhaps, bring forth the finest civilization mankind has ever produced.

In a recent address, Judge John J. Parker of the United States Circuit Court of Appeals at Richmond, Virginia, is reported to have used the following language: "We are going through a crisis in the history of the world. Everywhere the ideals of the past are being assailed. In scholarship, in business, in morals—in every realm of human thought and human activity there is revolt against established standards. I am not one of those who think that it is an unmixed evil. On the contrary, I believe we are witnessing the birth of a new civilization, a civilization of higher standards of righteousness and of greater opportunity for the expanding nature of man."

This statement of the present situation grips our attention and quickens our imagination. The potentialities are marvelous. What a privilege to be young today—on the eve of assuming the responsibilities of life—heart and head eager to take part and contribute toward such a forward movement.

One may well hesitate to be dogmatic about many matters under these circumstances. What seems to be clear today may be very obscure tomorrow. All will agree, however, that we are in a remarkable era and it does not yet appear what the developments are to be. It may be that you are hesitating about how to identify yourselves

with such an unusual, such a momentous, movement. Since we have never traveled this way before, we can do no better than to proceed according to well established principles.

I remind you that one of the most important of these principles is for each of you to be true to yourself. You were born into good homes. Through childhood and youth you were given excellent training and entered college with a clear understanding of what it takes to make a worthy character. For four years you have been in college adding to your culture and multiplying your talents. Thus you have acquired facility for seeing and appreciating the best, together with a will and an eagerness to attempt to realize it. By using this gift you will make a worthy contribution to the life of your generation. Discouragements will come, inevitably. The pessimist is ever abroad in the land. He tells you that the bad in the world far exceeds the good. He holds that human beings are subject to inexorable fate. We have to admit that there are many things in life we do not understand. But it is one thing to say that there are tragedies in life and a very different one to say that all life is a tragedy.

Another fundamental principle is for every good citizen to insist upon the observance of proper ethical standards by all men, organizations, and political units. The highest standards ever given to man are found in the ten commandments, promulgated by God through Moses, and their interpretation as given by Jesus in the sermon on the mount. This code is universal in application. When it says "Thou shalt not steal," it refers to the rich and the poor, the high and the low—everybody. The same is true when it says "Thou shalt not bear false witness." It means that everybody, everywhere, in every business, is under obligations to tell the truth. "Thou shalt not covet" forbids any sort of trickery, or combination or conspiracy to defraud or exploit another whether it be one man or a thousand of them or the whole government.

Many of the disasters that have come upon us during what we call the depression have originated with men and organizations that have disregarded the moral code given us by the Almighty and recognized as still authoritative after the thousands of years since it was given to mankind. Nations have failed to recognize their obligation in this regard in their relations one with another and bloody wars of conquest have been waged.

The remedy for this serious situation must come through a reform demanded by individuals like you. The necessity for such reformation has been so accentuated in recent experiences that possibly in the providence of God we face the strategic day for renewing efforts in this direction. Men who are in positions to speak with authority

are saying that if we were not still unmindful of the world war and its horrors nothing could prevent an immediate repetition of that awful holocaust, which would be waged with added fury.

Let us catch that idea. Let us see the opportunity and use it for a worthy end. You may think that you are few in numbers. But I remind you that the Great Teacher said that "the Kingdom of Heaven is like unto leaven, which a woman took and hid in three measures of meal, till the whole was leavened." Do not overlook the fact that a host of young people, many of them college students, in many sections of our country and beyond, are already formulating plans and setting up objectives for improving conditions at home as well as establishing right international relations.

Young people are peculiarly concerned with these matters. If there should be any immediate disturbance, individuals of your generation would be called upon to go to the front, bear the heat and burden of the conflict, many of them giving their lives in the conflict. And after the close of actual hostilities your generation would be called upon to meet the pestilence and the reconstruction period which always follows an armed conflict. These young citizens would be called upon to fight a battle others have ordered and to spend the rest of their lives trying to salvage the wreck produced.

All of these distressing conditions can be avoided by an observance by individuals and by nations of the golden rule so clearly stated by Jesus: "As ye would that men should do to you, do ye even so to them likewise."

To bring in such a happy day is a worthy objective. Give head and hand and heart with full devotion for its achievement. Your Alma Mater expects you to be true to the ideals and standards you have already learned and adopted. She begs each of you not to lose the sense of your own value. If it should appear to you that there is nothing great that you can do, remember that there is everything great for you to be. We pray God's richest blessing to abide with you as you today enter the lists.

HONOR ROLL

First Honor

Sarah Cornelia Atkins, Elizabeth Austin, Nina Binder, Katherine O'Brian Blalock, Margaret Bullard, Catherine Canady, Sarah Coleman, Elizabeth Coppedge, Nellie Louise Correll, Evelyn Crutchfield, Mary Florence Cummings, Annie Lucile Early, Eleanor Lane Edwards, Catherine Farris, Estelle Farris, Mamie Lou Forney, Alice Marion Goodman, Arabella Gore, Frances Pauline Gray, Annabelle Hollowell, Emily Hoye, Meredith Johnson, Margaret Kramer, Grace Lawrence, Elizabeth Denmark Lee, Elizabeth LeGrand, Doris Estelle Lineberry, Martha Messenger, Doris Moon, Mildred Moore,

Isabel Robeson Morgan, Reba Parker, Dorothy Phillips, Inez Poe, Grace Virginia Robbins, Pearl Robertson, Norma Rose, Katy Sams, Helen Sears, Katherine Webb Shuford, Jean Simpson, Susan Emma Sloan, Dixie Sorrell, Miriam Pray Tatem, Annie Mae Taylor, Josephine Turner, Nancye Blair Viccellio, Mary Cathren Walters, Marguerite Warren, Martha Williams, Carolyn Lamar Wray, Ella Lee Yates.

Second Honor

Nancy Allen, Pauline Bailey, Carrie Bowers, Ann Bradsher Alice Bryan, Amorette Byrd, Henrietta Castlebury, Esther Lucile Cates, Margaret Caudle, Mary Atkins Creath, Gwendolyn Crowder, Elizabeth Davidson, Katharine Davis, Helen Dobson, Dorothy Dockery, Margaret Shields Everett, Virginia Farris, Geraldine Gaddy, Charlotte Gammage, Kathleen Gilleland, Faith Hite, Louise Hocutt, Frances Jones, Betty Kichline, Irene Little, Mary Katherine Martin, Emily Miller, Helen Ritchie Morton, Hattie Mullis, Edna Lee Pegram, Ruth McWhorter Pender, Pauline Perry, Frances Pittman, Florence Pittman, Eleanor Rozar, Ruth Sears, Ruamie Squires, Louise Whitehead Thomas, Margaret Tilghman, Sarah Elizabeth Vernon, Marion Vinson, Ida Leane Warren, Zellah Washburn, Mabelle Wheeler.

Points

No. of Classes per week	*Points for first honor*	*Points for second honor*
12	27	22
13	29	24
14	31	26
15	33	28
16	35	30
17	37	32
18	40	34

Grades

A gives 3 points per semester hour of credit
B gives 2 points per semester hour of credit
C gives 1 point per semester hour of credit
D gives 0 point per semester hour of credit
E gives —1 point per semester hour of credit
F gives —2 points per semester hour of credit

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QUARTERLY BULLETIN

TRIBUTES

to

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TRIBUTES

TO

Dr. Elizabeth Delia Dixon Carroll

From the Students

CATHERINE MOSELEY

President of the Student Government Association

From the Alumnae

ANNA KITCHIN JOSEY

Alumna

From the Faculty

LEMUEL ELMER MCMILLAN FREEMAN

Professor of Religion

From the Trustees

J. RUFUS HUNTER

President the Board of Trustees

Memorial Address

EDWIN MCNEILL POTEAT

Pastor of the Pullen Memorial Baptist Church

Tributes to Dr. Elizabeth Delia Dixon Carroll

From the Students

CATHERINE MOSELEY

I feel honored to have the privilege of speaking for five hundred girls in paying tribute to our Dr. Delia Dixon Carroll, whose forceful personality had a tremendous influence on Meredith students. Mere words cannot express what she really meant to us.

We knew Dr. Carroll well. Once a week she conducted our chapel services; she taught classes; she rendered medical aid; and she mingled with us in our daily life.

Her keen sense of humor, and her absolute frankness, together with her wide variety of interests in political and social problems, made her chapel talks and class discussions deeply interesting. Her physical vitality, her mental vigor, and her unceasing energy helped each of us, and helped particularly those who faced difficulties. Her charming manner and quick wit added greatly to our social gatherings.

Dr. Carroll's attitude toward life had a wonderful and wholesome effect on girls of college age. Always she stressed the importance of a healthy mind in a healthy body.

Above all things, her sympathy for youth, her tolerance of our ideas, and her keen interest in us, not only as a group, but as individuals, made us appreciate her great desire for our lives to be clean, pure, and beautiful, thus developing in us the true spirit of womanhood. Before us, day by day, she set an example in living, that each of us would be proud to follow.

The standards and ideals that Dr. Carroll upheld are eternal, and will last in the memories and deeds of Meredith girls who loved her, and appreciate her years of service.

From the Alumnae

ANNA KITCHIN JOSEY

As I stand here to represent the alumnae of Meredith College, though unworthy, there are hundreds of women from all over the State, yea from the far corners of the land, who would raise their voices with me and say from the depths of their hearts, "We are ever grateful for having had the privilege of knowing, of loving, and living under the vital influence of our Dr. Dixon-Carroll." What is there to say in two minutes, even in two hours, that would begin to do justice to her life?

She was the first to make us realize that our body is a gift from God, a wonderful delicate piece of mechanism given for a purpose, not of being abused but of being used for our own good and for the good of mankind—that it is a serious responsibility to keep in order this house with which God has clothed our spirit.

Better still was what she taught us in the way of character-building. Her complete self-control, her ability to execute, her power of organization, her remarkable mentality combined with her willingness to use and develop it, inspired us to follow her example as well as to heed her precept. Her human and great heart enabled her to understand the problems—both great and small—of those around her. In the time of slightest indisposition or serious illness there was always a feeling among us of that personal reassurance which her presence always communicated. Her deep reverence for things of the spirit found expression in being and doing rather than in talking about her convictions.

I do not apologize for being personal. Who among us could have lived under her influence and felt that she was merely a teacher or a doctor? No, the things that are living still are the things that have helped us to live our lives. In rearing my children, what she taught in her hygiene lectures has been a great help to me. When working among my flowers, I have had her garden for an inspiration. The interest she took in politics has helped to keep my balance many times. And in my house there is a pattern of her crocheting, which I cherish because of its association with her.

Yes, she touched our lives from every angle. And we alumnae say as one: "You, Dr. Dixon-Carroll, are living still in our lives, and we pray will live on in the lives of our children."

From the Faculty

LEMUEL ELMER MCMILLAN FREEMAN

One can hardly think of Meredith without thinking of Dr. Carroll, known to faculty and students as "Dr. Dixon." Her life was closely associated with that of the college from its founding. To faculty, as to students, she was both physician and friend. To us who knew her best, her truest eulogy might well be a bare statement of her great qualities.

One of these was *Strength.* Solidity of character, stability, calmness, poise, imperturbability, dignity—these were hers in marked degree. Hers was a majestic personality, rich in individual capacities, all of which were held in perfect balance. Firm without being harsh, loyal to conviction without being fanatical, she saw her way clearly and acted with assurance.

Radiance was another of Dr. Dixon's qualities. She inspired confidence. Her very presence was a tonic against discouragement and defeat. Her radiant spirit encouraged health. Even when she knew her own end was probably near, she generously imparted hope and strength to others.

Another quality of hers was *Unselfishness.* Her life was largely spent for other people. She gave her best to Meredith College, to her individual patients, and to the social good, willingly sacrificing to render service. Called once, in early evening, to the bedside of a sick child, she came dressed as for a party. Seeing the child's condition, she telephoned her husband to go to the party without her. Such an incident reveals the greatness of a soul that habitually put others' need above her own pleasure.

From the Trustees

J. Rufus Hunter

On behalf of the Trustees of Meredith College, I wish to express our sincere appreciation of the life and work of Dr. Delia Dixon-Carroll in this institution.

Splendidly endowed by nature, and well prepared for a professional career, Dr. Carroll accepted the call of the Trustees, and began her work when the College opened in 1899, and served continuously until her death last May.

From the beginning she manifested great interest in her teaching and especially in the health of the students. During her thirty-five years of service in the college, there were very few cases of illness among the girls, and no death occurred among the students while she was at the college.

In the fall of 1918, when the influenza was overwhelming our state and city like a great deluge, Dr. Carroll so carefully guarded the health of the students, and directed their exercise, that not a single case developed at the college until after the girls returned from the Christmas vacation. Even then only a few cases of the disease developed among the students from exposures while at their homes, and none of these proved at all serious.

When Dr. Carroll entered a sick room or the infirmary, her bright cheer at once gave a flight to any imaginary illness the girl may have thought she had. If there was even a threat of serious illness, she instantly was all alert, exercising her strong mind, and her wide acquaintance with medical lore in the diagnosis and relief of the trouble. Her remarkable record here for thirty-five years attests her skill and ability.

Loyalty was a vital part of her nature. Her loyalty to the college caused her at times to forego the pleasure she always had in responding to calls from other organizations, if those calls had to be accepted at the cost of her needed services to the sick at the college.

Always Dr. Carroll had a real and genuine affection for this institution, its faculty, and its students. She had no patience with sham or insincerity. Her career showed she believed in doing well whatever she undertook.

Her brilliance of mind, her genuineness, her unflagging interest in Meredith and "my girls" as she loved to call our students, her loyal devotion to every good cause she espoused, created for Dr. Carroll an abiding admiration by the Trustees. Her going away leaves us with a deep sense of sadness, relieved by a sincere affection for her memory.

Memorial Address

Edwin McNeill Poteat, Jr.

I read two books last week. One was Stark Young's *So Red the Rose;* the other was Ann Bridge's *Peking Picnic.* Both have achieved the dignity of best sellers.

They represent two very different worlds. *So Red the Rose* is the story of life on a plantation near Natchez in the days of the Civil War. It portrays the formal and strict and romantic amenities of the aristocratic days of the South. *Peking Picnic* describes legation life in an Oriental capital, as free from the restraints of a period or a formal life and thought as the South was engrossed by them. These two codes of living, distant from each other as the places where they exist, are—to the mind of the novelists—equally inconclusive. The Civil War left families destitute of goods, wistful of the past and resentful of their new and untried present. Peking leaves the characters uncertain as to how far their illicit contacts should be allowed to take them, ending in futility and cynicism. The two stories represent extremes, neither one of which is congenial to many minds today.

Somewhere between those extremities, there ought to be sanity and satisfaction. We cannot go back to the crinolines, and crudities of Civil War days, nor on to the jodhpurs and nudities of the unconventional mischief of legation quarters. There must be an interval between stiffness and rashness where the vital and forward-moving spirit can find comfort and growth.

All of this is suggested by her whose life we are recalling with tenderness and admiration today. Dr. Dixon-Carroll was a modern, in the finest sense of the word. She—following the dictionary definition of the word—was "an admirer of modern ways, fashions and schools of thought" And her life spanned in an arresting fashion the period

encompassed between the two books I have mentioned. She was born in a small town, shortly after the Civil War. She became a world-traveler, who set her foot upon all the continents of the globe. She was nourished in a post-bellum conservatism about the place of woman in the world, but she became the exemplar of a new type of modern woman. Her world started her out with a distrust of professional women. It feared they would lose the daintiness and femininity that was their fairest inheritance. She defied both professional distrust and feminine apprehensions and became a professional woman and a very womanly professional. Her world believed it sinful for a woman to speak in church. She believed it necessary for the voice of women to be raised often and in many places. So she braved both orthodoxy and political suspicion and became a force among the politically minded women of her State. Her world believed in original sin and its inevitable issue. She believed there was more in sin than a theological predisposition and therefore advocated new treatments for women criminals, and put girls into Samarcand Manor when some of her friends would have put them in perdition.

She was utterly impatient of the things that cramp and devitalize life. Her impatience made her militant, even to the point of differing with those closest to her. But she always made her modernism serve the largest interests of personality. She did not push a taboo over unless she had a truth to put in its place. She did not excavate without planning to build firmer foundations. She was modern in spirit rather than in accessory. She needed not the cigarette or the cock-tail shaker to establish her reputation for modernity. She was a blend of the best of the past and the present. She would shrink from a eulogy such as the Civil War days demanded when one much beloved had gone. She would deplore equally the unceremonious and almost immodest haste with which we hustle our loved ones to the grave. We should be happy if this memorial could be as thoroughly modern as she would have made it.

Walter Lippmann has given currency to the phrase "the acids of modernity," by which he seems to mean something that has eaten its way down into the heart and essence of things. I have never liked the words. I do not think modernity should be corrosive. I should prefer some such phrase as "the vitalism of modernity," meaning the life that permeates modern attitudes. For there is so much in modern life that is ephemeral, and silly. Its aim seems to be throwing something away. It says it is escaping from slavery. Laura in *Peking Picnic* says: "It's all right if it's love, even if you get over it." But you can't get over love. If you get over it, it is only passion or a swift and perilous infatuation. Whoever loveth is born of God for God is love, and that is eternal.

Dr. Carroll was enslaved by nothing, but she had deep commanding loyalties to which she gave herself utterly. They were God, Humanity and Home. And she looked at all of them through modern eyes. We all remember her home; how hospitable and unhurried she always was at home, though always a very busy person. How she loved little children with an affection that they detected at once and returned eagerly. How she loved God in a fashion some have called unconventional, but sincerely and gladly.

So her modernism never betrayed her. I think if she could take form in our presence today and be asked to speak a word from her life she would say: Find for yourself loyalties that are as deep as life and as eternal and imperative as God. Then strike out into your sea. The waves of dissent or disparagement, or disdain may buffet and confuse you, but with your compass set to your chosen unmoving and unmovable pole-star, you will achieve a journey's end worthy of yourself and God.

I saw her just before she passed into the dawn of uncreated light. Her left hand was moving restlessly on the cover, as if impatient at delay. But her face was placid and undisturbed. That is my last recollection of her and it offers a fine parable of her life. Hands always restless, busy, exploring, discovering, ministering, comforting, healing, welcoming, serving, blessing; but on the face that reflected the inner quality of her spirit, always resting a benign calm that her busy hands or a hurrying, distracting world could never disturb.

RALEIGH, N. C.

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Meredith College

QUARTERLY BULLETIN

Founders' Day Address

Published by Meredith College in November, January, March, and June

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Meredith College and Christian Education

Founders' Day Address, Meredith College, February 1, 1935

Thomas A. Avera

This day belongs not alone to Meredith College, but to all North Carolina, and to every land where the influence of Meredith is felt. The results of the event it commemorates are not only the heritage of those who attend and have attended Meredith, but are priceless experiences in the lives of those enriched and blessed by what we know to be Meredith service. As the islands of the sea are built-up casements of myriads of departed dead, as the earth itself is a great catacomb, so, we, who live and move upon its surface, enjoy the fruits and inherit the production of the dead.

We meet to acknowledge this heritage, a purpose that has the dignity and tenderness of funeral rites, without their sadness. We turn back in memory to the days of the beginnings and look upon the lives of the founders of this great institution, resplendent in the light of their immortal glory as they sacrificed, labored, and prayed that a college for young women would be established by the Baptist Denomination of this state.

As early as 1835 a committee, consisting of Armstrong, Meredith, and Merritt, was appointed by the Baptist State Convention, and this committee reported at the following session advising against the enterprise.

In 1838 Thomas Meredith, after carrying this objective of his heart close to his heart for three years, reported at length, strongly favoring a school for girls. In spite of the eloquence and influence of so great a leader as Meredith, the conditions of that hour were so desperate and the difficulties so many, that the project was abandoned and allowed to sleep for sixty years. Thomas Meredith died in a Philadelphia hospital in 1850, thirty-nine years before his dream and hope for young women again came to life, but there is no doubt in my mind that, after 1838, when he so strongly plead for such a school, until his death, he continued to pray and labor for its establishment and left behind to live and grow his deep conviction of such a need. Wordsworth expresses it thus:

> Thou hast left behind
> Powers that will work for thee; air, earth, and skies;
> There's not a breathing of the common wind
> That will forget thee; thou hast great allies;
> Thy friends are exultations, agonies,
> And love, and man's unconquerable mind.

Indeed, this unconquerable mind of man moved on until the Baptist Female University was founded, and on September 27, 1899, opened its doors to be greeted by more students than the institution could accommodate.

It was Cicero who said, "Memory is the treasurer and guardian of all things," and memory had treasured Thomas Meredith's untiring labor and never-failing zeal, and guarded it with implicit trust, until the hour when this institution should seek a proper namesake; fitting, indeed, was the selection of the name—Meredith. The impassioned and eloquent plea of Thomas Meredith, in 1838, had not been forgotten. He knew then, as we know now, that the highest product of social evolution is the growth of the civilized home—the home that only a wise, cultivated and high-minded woman can make. He appreciated, as we appreciate today, that to furnish such women is one of the worthiest functions of higher education. To be wise and at the same time womanly is to wield an influence for good that will be felt for generations to come. It is the character and influence of mothers and wives by which men are made or unmade.

How well did Thomas Meredith realize that higher education for women would mean more for the future than all conceivable legislative reforms. Well did he know its influence did not stop at home. It permeates all society; it reaches the higher standard of manhood; it produces thoroughness of training; and, provides for the coming of better men and abler women.

But Thomas Meredith, along with the other founders of this institution, also knew, that, while it was desirable that the civilized home in its growth and development have within it a wise, cultivated and high-minded woman, it was essential that she be a Christian woman. To that end the founders of this institution dedicated their lives; to that sacred purpose those of us who carry on are committed. Upon the basic principle that this institution gives not only learning and culture to the young women who enter here, but the doctrines and teachings of Jesus Christ, Meredith rests and will forever rest, for in so doing she is secure.

It was the dream, faith, and prayer of our fathers before us—as, indeed, it is the high purpose of us who live—that, when learning had brought its knowledge and scholarship, when culture had added its refinement and taste, there should be added to these what is more important—faith in Jesus Christ, a faith which could make every young woman of Meredith say:

I've found a friend: Oh! Such a Friend!
He loved me ere I knew Him
He drew me with the cords of Love
And, thus He bound me to Him;
And round my heart still closely twines

Those ties which naught can sever,
For I am His and He is mine
Forever and forever.

It was the love of Jesus that led Meredith, Armstrong, and Merritt and other pioneers in Christian education for women to dream, hope, labor, and pray for the founding of this institution. It was the love of Jesus that inspired O. L. Stringfield, when methods of transportation were poor and difficulties many, to forget all interest of self and press on to lay this institution on the hearts of the Baptist masses of the State! It was the love of Jesus that caused the sweet spirited and lovable Dr. R. T. Vann—who is with us still, God bless him—to follow the star of his hope with struggle and toil that seemed like madness of despair, when all but faith had fled, until the jewel of his heart was firmly established among the institutions of higher education for young women. Today God rewards him as he is permitted to look upon this great institution with an enrollment of 521 students, and modern equipment, for which we may all feel justly proud. Indeed, my friends, the love of Jesus has given us Jones, Hunter, Johnson, Broughton, Pullen, Kesler, Carroll and many others, who have labored, sacrificed and served, that the young women who are educated here may enter life's field to love him even as they had loved, to serve him even the better.

Well trained themselves, our fathers recognized that learning is a valuable asset, that knowledge is power, and that a Christian education is to the human soul the noblest of the many gifts.

Disraeli was once asked what was the best and the sublimest thought of his mind. He replied, "A portion of a speech I delivered in Manchester in 1844." Then taking his pen he wrote, "Knowledge is like the mystic ladder in the Patriarch's dream; its base rests on the primeval earth; its crest is lost in the shadowy splendor of the Empyrean; while the great authors who, for traditionary ages, held the chains of science and philosophy of poesy and erudition, are the angels ascending and descending the sacred scale, maintaining, as it were, the communication between man and heaven."

How, indeed, blessed are we that knowledge from heaven has been communicated to us so that we not only can appreciate the revelation of science and enjoy the philosophy of great authors, but with its light we can say with Paul, "I know in whom I have believed." That with this light, we can behold the angels as they descend to announce the good tidings of great joy; that we can stand with them around the empty tomb and hear the glorious announcement that the grave is swallowed up in victory and God's rich gift of life everlasting is your possession and mine, and how again we can witness the fulfillment of our Lord's promise as on that Pentecostal hour, the power of the Holy Spirit descends, bidding us to go into all the fields of

service, unto the uttermost parts of the world, with the message of hope, with the ministry of our lives. It was under the leadership of such messengers that our pioneers for Christian education advanced, and through the power of the Holy Spirit that they overcame and triumphed.

I have the feeling today that these triumphant lives are present, bringing, as they descend the mystic ladder, heaven's rich blessing. If their voices could be heard to speak and fall with their charm upon our listening ears, this morning with one accord, they would say, I believe, "Do not miss the joy of serving. It is life's richest satisfaction. Material success is good, but only as a necessary preliminary to better things."

The measure of true success is the amount you contribute to the thought, the moral energy, the intellectual happiness, the spiritual hope and the consolation of man.

I think I see them as they pass in review; great and majestic lives are theirs. I see them ascending the lofty scale, there again to join those whom men call immortal. We look upon them with love and admiration as they take their places again in Heaven, there to continue their watch over us, as,

> Constant as the Northern Star
> Of whose true fixed and lasting quality
> There is no fellow in the firmament.

We salute them all and say what words of ours are adequate to describe their great service.

> Nothing can cover their high fame but Heaven.
> No pyramids set off their memories.
> But the eternal substance of their greatness
> To which we must leave them.

Ours is a great heritage and those of us who carry on would be untrue to our trust and to the finer sentiments of our hearts if, on this occasion, we did not solemnly re-affirm our faith, re-dedicate and re-pledge ourselves to nobler service.

"Born, lived and died," someone has said, "gives the epitome of man's life." Over the matters of birth and death we have no control, but over that period that stretches from our entrance to our exit, we largely determine whether our lives will be spent for good or ill. If our temperament is such as to inspire action, if our character is moulded to high ideals, if our training and environment are such as to direct our activities into proper channels, it is reasonably certain that a proud record of achievements will become our contribution to the world.

Meredith College seeks thus to direct your activities into proper channels. And how great is this hour for service. We are living in a different world from that in which Meredith was founded. We have progressed, so that today we girdle the continent with iron rods, knit cities together with meshed wires, deliver the human voice from continent to continent almost as soon as it is spoken, ride in comfortable automobiles over roads that stretch like ribbons across the vast and beautiful distances, and ride upon the air with such speed that we cross the Atlantic within almost a day and night. Each day brings some new invention, each year marks a fresh advance, the power of production increased, and the avenues of exchange cleared and broadened. Yet, complaint of "hard times" is louder and louder, and on every hand men are harassed by care and haunted by the fear of want, and but for the provision of a government that seeks to give us a "New Deal," thousands of hungry men and women would continue in want in a land of plenty.

There seems to be present today, not a new duty, but a new conception of it. Generations ago we were taught that it is more blessed to give than to receive; generations ago we were warned, that, though one gained the whole world and in so doing forfeited his right to live and lost his soul, what profit was it all to him then. Yet, unmindful of this admonition, wealth has concentrated, privilege has ruled, the power of the few has increased and justice and the rights of men and women have been forgotten.

If you desire to dignify human nature and glorify human effort and bring to those who struggle, hope and trust, you cannot achieve your desire better than to incorporate into your lives those elements of greatness which were so nobly expressed by the founders of this institution. If, when you leave Meredith to enter life's fields, there to build and serve the highest interest of home; there to serve humbly and devotedly the high purpose of the church; there in the schools to serve in leading young lives into learning and usefulness; and there to contribute to all the varied civic activities that will surround you, you take not with your equipment in scholarship and training, an unselfish purpose, and a deep concern for the interest, hopes, and rights of others, you have failed to catch the "torch" from the falling hands of our founders and you have missed the enrichment that Meredith has for your life.

He whose immortal hand engraved on the heart of man the code of justice and equality; who, from the beginning of time, decreed for all ages and for all peoples liberty, good faith, and justice; who created the universe to proclaim his power; who covered nature with charms, riches, and majesty; who adorns with modesty the brow of beauty to make it more beautiful; who created men to help each other, to love each other mutually and to attain happiness by the way of virtue, has a right to expect of you as you enter life with new

equipment, that you become an infallible guarantor of the rights, justice, and interest of others. Tolstoi said, "The vocation of every man and woman is to serve other people." Let service to others be your vocation, and in so doing you are proving true to your heritage and continuing what here began in 1899 when first the doors of this institution were opened for Christian education of young women. Through us who remain and those who follow must Meredith live.

Long may you live, Meredith! Respected by mankind, beloved of all your daughters, filled with the free magnanimous spirit, crowned by wisdom, blessed by moderation and hovered over by the guardian angels of our founders' example. Long through the undying ages may you stand, far removed from bigotry, selfishness, and strife, alone in your grandeur and glory, the immortal monument of those whom Providence commissioned to found you, to teach the power of truth, and to prove to nations that their Redeemer liveth.

HONOR ROLL—FIRST SEMESTER, 1934–1935

First Honor

Nancy Allen, Wadesboro; Alice Andrews, Morganton; Margaret Andrews, Morganton; Sarah Cornelia Atkins, Sanford; Mary Banks, Washington, D. C.; Ruby Barrett, Laurinburg; Nina Binder, Mt. Airy; Sue Brewer, Wake Forest; Alice Rosy Bryan, Garner; Blanche Buffaloe, Garner; Margaret Bullard, Raleigh; Katherine Canady, Kinston; Esther Lucille Cates, Mebane; Margaret Virginia Caudle, Onley, Va.; Sarah Coleman, Raleigh; Nettie Louise Correll, Raleigh; Evelyn Crutchfield, Woodsdale; Elizabeth Davidson, Raleigh; Mary Elizabeth Dobson, Flushing, N. Y.; Miriam Early, Winston-Salem; Eleanor Edwards, Cary; Mamie Lou Forney, Lawndale; Melba Gaskins, Spring Hope; Alice Goodman, Raleigh; Arabella Gore, Raleigh; Margaret Grayson, High Point; Adelaide Harris, Norwood; Louise Helsabeck, King; Mary Lee Hilliard, Morrisville; Annabel Hollowell, Elizabeth City; Mary Elizabeth Jenkins, Anacostia, D. C.; Meredith Johnson, Mt. Olive; Betty Kichline, Raleigh; Ethel Knott, Oxford; Margaret Kramer, Elizabeth City; Mary Elizabeth Lewis, Clifton, Arizona; Eleanor Lilley, Raleigh; Mary McLean, Bartow, Fla.; Mary Katherine Martin, Raleigh; Martha Messenger, Port Washington, N. Y.; Mildred Moore, Pageland, S. C.; Virginia Norwood, Raleigh, N. C.; Lucile Parker, Marion; Reba Parker, Marion; Pauline Perry, Winston-Salem; Dorothy Phillips, Cary; Frances Pittman, Kinston; Inez Poe, Apex; Grace Robbins, Winnaboro; Pearl Robertson, Knightdale; Harriet Rose, Wadesboro; Norma Rose, Wadesboro; Susan Rudisell, Greenville, S. C.; Mary Ruffin, Ellerbe; Mary Helen Sears, Morrisville; Faye Memory Shields, Scotland Neck; Katherine Shuford, Lexington;

Ella Frances Tatum, Raleigh; Beth M. Thomasson, Danville, Va.; Mary Catherine Walters, Hester; Ida Leane Warren, Spring Hope; Charlotte Wester, Henderson.

Second Honor

Lisette Allgood, Roxboro; Edith Bowden, Burlington; Nannie Margaret Brown, Warrenton; Norine Butler, Roseboro; Henrietta Castlebury, Raleigh; Novelle Cheek, Durham; Dorothy Dockery, Mangum; Evelyn Fowler, Tabor; Myrtle Pierce Hair, Columbia, S. C.; Faith Hite, Elizabeth City; Ethel Sorrell Jones, Cary; Frances Jones, Apex; Genola Koontz, Winston-Salem; Elizabeth Lee, Florence, S. C.; Louise Martin, Lexington; Katherine Moseley, Warrenton; Ruth Nowell, Cary; Ruth Pender, Raleigh; Florence Pittman, Scotland Neck; Helen Rivers, Raleigh; Isabelle Ross, Nashville; Alice Rubenstein, Raleigh; Katy Sams, Marshall; Dixie Sorrell, Cary; Kate Mills Suiter, Scotland Neck; Emily Thompson, Apex; Bruce Tilley, Memphis, Tenn.; Josephine Turner, Clinton; Margaret Whitehurst, New Bern; Willene Yost, Kannapolis.

Points

No. of Classes per week	*Points for first honor*	*Points for second honor*
12	27	22
13	29	24
14	31	26
15	33	28
16	35	30
17	37	32
18	40	34

Grades

A gives 3 points per semester hour of credit.
B gives 2 points per semester hour of credit.
C gives 1 point per semester hour of credit.
D gives 0 point per semester hour of credit.
E gives —1 point per semester hour of credit.
F gives —2 points per semester hour of credit.

SERIES 28 MARCH, 1935 No. 3

MEREDITH COLLEGE

RALEIGH, N. C.

QUARTERLY BULLETIN

THIRTY-SIXTH CATALOGUE NUMBER
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1935

JANUARY							APRIL							JULY							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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27	28	29	30	31			28	29	30					28	29	30	31				27	28	29	30	31		

FEBRUARY							MAY							AUGUST							NOVEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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24	25	26	27	28			26	27	28	29	30	31		25	26	27	28	29	30	31	24	25	26	27	28	29	30

MARCH							JUNE							SEPTEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2							1	1	2	3	4	5	6	7	1	2	3	4	5	6	7
3	4	5	6	7	8	9	2	3	4	5	6	7	8	8	9	10	11	12	13	14	8	9	10	11	12	13	14
10	11	12	13	14	15	16	9	10	11	12	13	14	15	15	16	17	18	19	20	21	15	16	17	18	19	20	21
17	18	19	20	21	22	23	16	17	18	19	20	21	22	22	23	24	25	26	27	28	22	23	24	25	26	27	28
24	25	26	27	28	29	30	23	24	25	26	27	28	29	29	30						29	30	31				
31							30																				

1936

JANUARY							APRIL							JULY							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4				1	2	3	4				1	2	3	4					1	2	3
5	6	7	8	9	10	11	5	6	7	8	9	10	11	5	6	7	8	9	10	11	4	5	6	7	8	9	10
12	13	14	15	16	17	18	12	13	14	15	16	17	18	12	13	14	15	16	17	18	11	12	13	14	15	16	17
19	20	21	22	23	24	25	19	20	21	22	23	24	25	19	20	21	22	23	24	25	18	19	20	21	22	23	24
26	27	28	29	30	31		26	27	28	29	30			26	27	28	29	30	31		25	26	27	28	29	30	31

FEBRUARY							MAY							AUGUST							NOVEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1						1	2							1	1	2	3	4	5	6	7
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9	10	11	12	13	14	15	10	11	12	13	14	15	16	9	10	11	12	13	14	15	15	16	17	18	19	20	21
16	17	18	19	20	21	22	17	18	19	20	21	22	23	16	17	18	19	20	21	22	22	23	24	25	26	27	28
23	24	25	26	27	28	29	24	25	26	27	28	29	30	23	24	25	26	27	28	29	29	30					
							31							30	31												

MARCH							JUNE							SEPTEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7		1	2	3	4	5	6			1	2	3	4	5			1	2	3	4	5
8	9	10	11	12	13	14	7	8	9	10	11	12	13	6	7	8	9	10	11	12	6	7	8	9	10	11	12
15	16	17	18	19	20	21	14	15	16	17	18	19	20	13	14	15	16	17	18	19	13	14	15	16	17	18	19
22	23	24	25	26	27	28	21	22	23	24	25	26	27	20	21	22	23	24	25	26	20	21	22	23	24	25	26
29	30	31					28	29	30					27	28	29	30				27	28	29	30	31		

Calendar for the Year 1935-1936

Sept. 11.	Wednesday	9:00 a.m. Matriculation and Registration of new students. Examinations for making up conditions of last semester.
Sept. 12.	Thursday	9:00 to 3:00. Matriculation and Registration of former students.
Sept. 12.	Thursday	8:00 p.m. Formal opening.
Sept. 13.	Friday	8:30. LECTURES and CLASS WORK begin.
Nov. 23.		Applications and schedules of students who are to take examinations for making up conditions are to be filed in the Dean's office.
Nov. 28.	Thursday	THANKSGIVING DAY, a holiday.
*Dec. 19.	Thursday noon	CHRISTMAS VACATION begins.
Jan. 2.	Thursday 1:45	CHRISTMAS VACATION ends.
Jan. 5-15.		Students may submit to the Dean their schedules of work for the second semester.
Jan. 22-28.		FIRST SEMESTER examinations.
Jan. 29.	Wednesday	MATRICULATION and REGISTRATION of all students for the second semester. 10:00-1:00.
Jan. 30.	Thursday	LECTURES and CLASS WORK of second semester begin.
Feb. 7.	Friday	FOUNDERS' DAY.
*Apr. 9.	Thursday noon	SPRING VACATION begins.
Apr. 14.	Tuesday 1:45	SPRING VACATION ends.
Apr. 25.		Applications and schedules of students who are to take examinations for making up conditions of the first semester are to be filed in the Dean's office.
May 15-20.		Students may submit to the Dean their schedules of work for 1936-1937.
May 23-29.		SECOND SEMESTER examinations.
June 1.	Monday	COMMENCEMENT.

* On the day immediately preceding holidays the classes of the first four periods will meet, beginning at 8:00 and ending at 12:00.

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William Louis Poteat.....Wake Forest
Walter Herbert Weatherspoon.....Raleigh

Terms Expire 1936

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Foy Johnson Farmer.....Raleigh
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James Yadkin Joyner.....Raleigh
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William Harrison Williams.....Charlotte

Terms Expire 1937

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Everett Johnson Britt.....Lumberton
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Robert Henry Riggsbee.....Durham
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Terms Expire 1938

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University of North Carolina, A.B., A.M.; Graduate Study, Columbia University and University of North Carolina

ASSISTANT PROFESSOR OF ENGLISH

MARY YARBROUGH, A.B., A.M.

Meredith College, A.B.; North Carolina State College, A.M.; Graduate Study, Columbia University

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ALICE BARNWELL KEITH, B.S., M.S.

Columbia University, B.S.; University of Tennessee, M.S.; Graduate Study, Columbia University and University of North Carolina

ASSISTANT PROFESSOR OF HISTORY

ETHEL EVANGELINE ENGLISH, B.S., A.M.

Meredith College, B.S.; University of North Carolina, A.M.

ASSISTANT PROFESSOR IN EDUCATION AND GEOGRAPHY

MARIAN WARNER, B.S.

Diploma Boston School of Physical Education; Columbia University, B.S.

ASSISTANT DIRECTOR PHYSICAL EDUCATION

DORIS KATHERINE TILLERY, A.B.

Meredith College, A.B.; Graduate Student, University of Chicago and Duke University

INSTRUCTOR IN MATHEMATICS

CAROLYN ARNOLD PEACOCK, A.B., A.M.

Meredith College, A.B.; Oberlin College, A.M.

INSTRUCTOR IN ENGLISH

ETHEL KATHRYN DAY, A.B., A.M.

Meredith College, A.B.; The French School, Middlebury College, A.M.; Diplome supérieur d' Etudes francaises, Cours d' Eté, Université de Nancy; Diplome supérieur d' Etudes de Civilisation francaise, Sorbonne

INSTRUCTOR IN FRENCH

ELIZABETH GREGORY BOOMHOUR, A.B., A.M.

Meredith College, A.B.; Cornell University, A.M.

INSTRUCTOR IN BIOLOGY

MELBA CLEO HUNT, A.B.

Meredith College, A.B.

INSTRUCTOR IN BIOLOGY

MARY HENLEY, A.B.

Meredith College, A.B.

INSTRUCTOR IN MODERN LANGUAGES

Faculty of Department of Art

IDA ISABELLA POTEAT

New York School of Fine and Applied Arts; Cooper Union Art School, New York; School of Applied Design, Philadelphia; Pupil of Mounier; Chase Class, London

PROFESSOR OF ART

MARY PAUL TILLERY

Meredith College, Diploma in Art; Graduate Study in Pennsylvania Academy of Fine Arts; New York School of Fine Arts, Paris; The Breckenridge School of Painting

ASSOCIATE PROFESSOR OF ART

Faculty of Department of Music

LESLIE P. SPELMAN, A.M., BAC.MUS., F.A.G.O.

Oberlin College, A.B., A.M., Bac.Mus.; Fellow of the American Guild of Organists. Graduate work, University of Michigan; two years in Paris; Piano with Frank Shaw and Mrs. A. M. Virgil; Theory and Composition with Arthur E. Heacox, Friedrich J. Lehman, G. W. Andrews, and Nadia Boulanger; Organ with Walter Keller, Laurel Yeamans, G. W. Andrews, Palmer Christian, and Joseph Bonnet. Conducting with Alex. LeGuennent

PROFESSOR OF MUSIC

MAY CRAWFORD

Graduate, Brownell Hall, Omaha, Nebraska; Student, University of Nebraska School of Music; four years in Paris; Piano with Wager Swayne; Harmony and Analysis with Campbell Tipton; Solfeggio and Theory with Emile Schvartz of Paris Conservatoire; Pupil of Harold Bauer

ASSOCIATE PROFESSOR OF PIANO

CHARLOTTE ELIZABETH ARMSTRONG

New England Conservatory, Boston; Institute of Musical Art, New York City; Pupil of Felix Winternitz, Jacques Gordon, Anton Witek, Charles Martin Loeffler and Paul Stoeving; Orchestration, Stuart Mason, Boston University, History of Music with Glenn Gildersleeve and Waldo S. Pratt

ASSOCIATE PROFESSOR OF VIOLIN

ETHEL M. ROWLAND

Diploma Boston Normal School; Voice work with Leverett B. Merrill of Boston, Herbert W. Greene, New York, and Harmony with Osborne McConathy; Certificate in Public School Music from Silver Burdette Summer School; Courses in Harvard Summer School in Appreciation of Music

ASSOCIATE PROFESSOR OF VOICE

AILEEN McMILLAN, B.MUS.

Converse College, B.Mus.; Graduate work with Arthur Foote, John Carver Alden, Boston; Isadore Phillipp, Conservatory of Music, Fontainebleau, France

ACTING ASSISTANT PROFESSOR OF PIANO

RAGNA MARGRETHE OTTERSEN, B.A., B.Mus.Ed.

St. Olaf College, B.A.; Northwestern University, B.Mus.Ed. Conducting with F. Melius Christiansen; former member St. Olaf Lutheran Choir; Public School Music Methods with Osborne McConathy and John W. Beattie; Music Appreciation with Edith Rhetts and Sadie Rafferty; Voice with Loyal Phillips Shawe

ASSISTANT PROFESSOR OF PUBLIC SCHOOL MUSIC

PAULINE WAGAR, B.Mus., M.Mus.

Ohio Wesleyan University; Oberlin Conservatory of Music, B.Mus., M.Mus.; Theory with Arthur E. Heacox, Friedrich J. Lehmann, Normand Lockwood; 'Cello with Friedrich Goerner and John Frazer

ASSISTANT PROFESSOR OF 'CELLO AND THEORY

VIRGINIA BRANCH, B.Mus.

Meredith College, B.Mus.; Pupil of Edwin Hughes; Pupil of Sascha Gorodnitzki of the Juilliard School of Music

INSTRUCTOR OF PIANO

Student Assistants

ELISABETH DAVIDSON
PEARL ROBERTSON
HELEN SEARS
Student Assistants in Biology

MEREDITH JOHNSON
FRANCES JONES
RUTH ALICE WARD
Student Assistants in Chemistry

MARY CHANDLER
SARAH COLLINS
DOROTHY DOCKERY
CAROLINE GARRISON
ANNABEL HOLLOWELL
GWENDOLYN KESTER
KATHERINE MARTIN
FRANCES PITTMAN
NORMA ROSE
MARY RUFFIN
Student Assistants in Library

FRANCES CALLOWAY
DOROTHY LOWDERMILK
JOSEPHINE TURNER
Student Assistants in Physical Education

Faculty Committees

Absences—Miss Parker, Chairman; Miss Biggers, Miss English.

Advanced Standing—Miss Johnson, Mr. Boomhour, Miss Barber, Mr. Canaday.

Appointments—Mr. Tyner, Miss Poteat, Mr. Spelman.

Athletics—Mrs. Sorrell, Miss Yarbrough, Miss D. Tillery.

Bulletin—Miss Harris, Miss Porter, Mrs. Wallace.

Catalogue—Mr. Boomhour, Mr. Canaday, Miss Johnson.

Classification—The Dean, with the heads of the departments.

Executive—President Brewer, Dean Boomhour, Dean of Women, Miss Johnson, Miss Allen, Miss Poteat.

Lectures—Mr. Riley, Miss Winston, Miss Harris.

Library—Mr. Freeman, Miss Allen, Miss Brewer, Miss Harris, Miss M. Tillery.

Petitions — Dean Boomhour, Mr. Freeman, Miss Winston, Miss Keith, Mr. Riley.

Public Functions—Miss Biggers, Mrs. Sorrell, Miss White.

Concerts—Mr. Spelman, Miss Crawford, Miss Armstrong.

Freshman Orientation—Miss Johnson, Mrs. Wallace, Miss Biggers, Miss English.

Officers of the Alumnæ Association, 1934-1935

President—Mrs. Ernest Leggett.....Scotland Neck

Vice President—Mrs. Clyde R. Hoey, Jr.....Canton

Recording Secretary—Miss Margaret Bright.....New Hill

Commencement Speaker—Miss Lois Johnson.....Thomasville

Alternate Speaker—Mrs. R. N. Simms.....Raleigh

Alumnæ Secretary and Treasurer—Miss Mae Grimmer,
Meredith College

Meredith College

Foundation

Meredith College, founded by the Baptist State Convention of North Carolina, was granted a charter by the State Legislature in 1891, and was first opened to students on September 27, 1899. It is named Meredith College in honor of the Reverend Thomas Meredith, for many years a noted leader of the Baptist denomination in North Carolina. This name is especially appropriate, for Thomas Meredith presented a report to the Baptist State Convention of 1838 strongly recommending the establishment of an institution in Raleigh for the higher education of women.

Location

Meredith College is admirably located near the western boundary of the city of Raleigh. That Raleigh is an educational center is clearly shown by the number of schools and colleges located in its midst. The city is situated on the edge of a plateau which overlooks the coastal plain, and is 365 feet above the sea-level; thus it is favorably affected both by the climate of the seacoast and by that of the mountains. The site on which stand the buildings of Meredith College is 470 feet above the sea-level, and contains 130 acres of land. State highways numbers 10, 90, and 50 pass through the southern edge of the property, and there is a frontage of 1,800 feet on the Seaboard and Southern railroad tracks. Water is secured from the city of Raleigh; it is of excellent quality and is tested regularly by experts.

There are two groups of college buildings. One group consists of permanent, fireproof structures, and provides four dormitories, a library and administration building, and a dining room and kitchen building. The dormitories are three stories in height, and will accommodate one hundred and twenty-five students each. The dormitories are so arranged that there is a

bathroom between each two living rooms. Each living room provides for two students, and there is a separate closet for each occupant.

The other group of buildings consists of four temporary structures. One of these provides for auditorium and music studios and practice rooms. A second one has accommodations for the science departments. The equipment in these laboratories is the best that can be procured. A third building in this group provides classrooms and offices for other departments. The fourth building is a gymnasium, well equipped for its purpose.

Laboratories

Laboratories are furnished with water and gas, together with necessary supplies for individual work in chemistry, physics, biology, and home economics.

The State Museum, to which additions are continually being made, is accessible to the departments of science.

Library

The library is in charge of a trained librarian, and is scientifically classified and catalogued.

There are 17,955 volumes and 3,955 pamphlets in the library. These have been selected by heads of departments, and are in constant use by students. One hundred and sixty magazines, twenty-one college magazines, and nine newspapers are received regularly throughout the college year.

In addition to the library of Meredith College, the Olivia Raney Library and the State Library are open to students. The State Library offers to students of American history unusual advantages in North Carolina and Southern history.

Religious Life

Religious activities have a definite place on the college campus. The Baptist Student Union coördinates all the religious life

through a council made up of general officers and the presidents of the four unit organizations: Y. W. A., B. Y. P. U., Sunday school, and Service Band. An all-time religious secretary advises and directs the work.

The Young Woman's Auxiliary has a vesper service each Sunday evening, except the first one of each month, when the ten circles meet on the halls of the dormitories. This organization maintains a definite denominational affiliation, and all missionary contributions are directed through denominational channels.

The eleven B. Y. P. U.'s meet every Wednesday evening, first in a general meeting, and then in separate unions.

The Meredith Sunday School Department is made up of six classes in the three different Baptist churches attended by Meredith girls: four classes at First Baptist, one at Tabernacle, and one at Pullen Memorial.

Students interested in special forms of religious service, either on the foreign field or at home, find helpful associations in the Service Band. This year there are thirty-five members.

Classes in Mission Study and Sunday School and B. Y. P. U. work are given during each college year.

All regular students are required to attend the chapel services five days each week. All boarding students, except seniors, are required also to attend Sunday school and church services each Sunday morning, five absences without excuse being allowed during the year.

Government

A system of student government prevails in the college, the basis of which is a set of regulations agreed to by faculty and students. The executive committee of the Student Government Association has general oversight of order and deportment among the students. An advisory committee from the faculty, however, assists the students in the solving of difficult problems. The restrictions imposed by this system of government are be-

lieved to be only those which will tend to bring about a normal, wholesome student life; and any who are not willing to be guided by them should not apply for admission to the college.

Students whose general influence has not been good may be asked to withdraw.

Residence

All students not living in their own homes or with near relatives are required to live in the college dormitories. The number of resident students may not exceed five hundred.

Recognition

Meredith College is a member of the Southern Association of Colleges and Secondary Schools. Graduates who hold Meredith College degrees are eligible for full membership in the American Association of University Women. Meredith College is also on the list of colleges approved by the Association of American Universities.

Hygiene and Care of the Sick

A well-equipped infirmary, under the direction of a graduate nurse, is maintained for the benefit of students unable to attend regular work on account of sickness.

The physician in charge holds office hours at the college, at which time students may consult her upon all subjects of hygiene or concerning their personal health. The general laws of health are enforced as far as possible. It is the purpose of the college physician to prevent sickness by means of the knowledge and proper observance of hygienic conditions. The diet of the sick is under the direction of the physician and nurse.

All necessary ocular and dental work for students should be attended to before they come to college or during a vacation. In emergencies this work may be done by specialists in Raleigh without loss of time from classes.

Literary Societies

There are two literary societies: Philaretian and Astrotekton, meeting every Monday evening. These societies are organized to give variety to the college life and to promote general culture.

In each society there is offered a memorial medal for the best English essay. The Carter-Upchurch medal of the Astrotekton Society is the gift of Mr. Paschal Andrews Carter, of New York City. The Minnie Jackson Bowling medal of the Philaretian Society is given by Dr. Edward Holt Bowling, of Durham.

It is believed that secret societies are undemocratic and will detract from the interest and value of the literary societies. The organization of sororities or social clubs of any sort is, therefore, prohibited.

College Publications

By the College

The Bulletin.—This is the official publication of the college, and appears quarterly. It will be mailed to any address regularly upon request to the President.

By the Students

The Acorn.—This is the quarterly magazine of the students. It will be mailed to any address upon receipt by the business manager of the subscription price—two dollars and fifty cents.

Oak Leaves, the college annual, is published by the literary societies. Anyone desiring a copy should communicate with the business manager of the annual.

The Twig.—Published fourteen times a year by the students. Communications should be addressed to the business manager of *The Twig.*

Personal Items

Students should bring with them towels, sheets, pillow, pillow-cases, couch covers (or counterpanes), and all other bed cover-

ings that are likely to be needed. Those expecting to arrive in Raleigh in the afternoon or at night should put sheets and towels in their suitcases. All rooms are furnished with single beds.

All laundry must be clearly marked with indelible ink.

The laundry fee ($10.00) collected by the college covers cost of flat work only. Each student may have each week two sheets, two pillowcases, one counterpane, four towels, one bureau scarf.

Each student should be provided with overshoes, an umbrella, and a raincoat.

All windows are provided with shades. Curtains, draperies, rugs, and pictures from home will make the room more attractive.

Expenses

	Per Semester
Board, literary tuition, room (with light, heat, and water), and other college fees	$212.50

The room reservation fee of $10.00, paid before assignment of room, is included in the above charges, and will be credited on the semester's account.

Payment of Fees, Session 1935-1936

At Fall Semester Matriculation:

By resident students	$100.00
By day students	30.00

By special students, one-half of semester's fees.

On November 10, by all students, balance of account for fall semester.

At Spring Semester Matriculation:

By resident students	$100.00
By day students	30.00

By special students, one-half of semester's fees.

On March 31, by all students, balance of account for spring semester.

Departmental fees are extra, as follows:

		Per Semester
Piano	$37.50	$45.00
Organ		45.00
Violin	$37.50	45.00
Cello	$37.50	45.00
Voice	$37.50	45.00
Art		35.00
Art studio		2.50
Art Education 20-21		2.00
Art 35, Industrial		2.00
Single lessons in art		2.50
Chemical laboratory fee		2.50
Biological laboratory fee		2.50
Physics laboratory fee		2.50
Cooking laboratory fee		7.50
Sewing laboratory fee		1.00
Use of piano one hour daily		4.50
For each additional hour		2.25
Use of pipe organ, per hour		.25

Expenses of Day Students

	Per Semester
Tuition	$ 60.00
Library fee	5.00

Departmental fees are extra, according to courses taken.

See statement of departmental fees above.

Expenses of Special Day Students

	Per Semester
For one-class course	$ 20.00
For two-class course	40.00
For three-class course	60.00

Subjects with laboratory courses require payment of laboratory fees.
Graduation fee, including diploma, $5.00.
Practice teaching fee, $15.00.
Practice house fee, $10.00.

If a student withdraws from the institution, or is sent away for misconduct, before the semester expires, no charges for tuition, room rent, or incidental expenses for that semester, and no charges for board for the quarter in which she leaves will be refunded. But in event of sickness of such a nature as in the opinion of the college physician requires the retirement of the student, the charges for board may be refunded from the date of retirement, upon the order of the executive committee; provided, that no reduction will be made for absence of less than four weeks.

In view of the uncertainty of the cost of provisions, the price of board cannot be guaranteed. It is hoped that no emergency will arise to require any additional charge.

The medical fee of $10.00 meets the charges for the college physician and the college nurse. Any service in addition to this, as well as all prescriptions, will be paid for by the patron receiving the benefit of the same.

The student budget fee is required of all resident students and of all day students taking as many as three subjects. This fee meets a student's obligations to the several student organiza-

tions, and includes subscriptions to the three student publications. The fee amounts to $10.00 per year and is handled through the Student Government Committee.

Registration

On days of registration at the beginning of each semester each student is required to pay to the bursar the required fee, and show receipt for same to the dean at the time of registration. Matriculation and registration are not completed until the course of study for the semester is approved by the dean.

No student may enter any class at the beginning of either semester until she has paid the required fee.

Any student who fails to register with the dean at the appointed time will be required to pay the bursar an additional fee of $1 and to show receipt for the same to the dean. This special fee of $1 will be required of those who are late in entering as well as those who neglect to arrange their courses with the dean, and will not be deducted from any bill. For time of registration, see page 29.

To secure rooms, application must be accompanied by a deposit of $10. No definite room can be assigned except at the college office. Any preference in rooms will be given in the order of application.

Admission Requirements

Fifteen units are required for admission to Meredith College. A student must meet the specific requirements of the course in which she seeks a degree.

Students are admitted to the college either (*A*) by certificate or (*B*) by examination.

A. The fifteen units offered for entrance must be certified by the principal of an accredited high school. A student who wishes to apply for admission by certificate should send to the president for a blank certificate, and have it filled out and signed by the principal of the school she is attending. This certificate should be filled out by the high school official and sent to Meredith College as soon as the final grades of the high school course are determined. All certificates should be filed in the president's office before August of the year in which the student wishes to enter.

B. Students who cannot present a certificate from an accredited school will be required to pass examinations before entering the college. Application for taking college entrance examinations should be made to the president of Meredith College before August of the year in which the student wishes to enter.

A student who presents the fifteen units for entrance, but who is deficient in some part or parts of the prescribed entrance requirements of the course for which she registers, will be allowed to enter the college. A student will be given two units of credit for entrance for a year's course in foreign language in the college. Deficiencies must be satisfied by the beginning of the third year.

Admission to College Classes

For admission to the freshman class a candidate must offer fifteen units of credit. A unit represents four one-hour recitations or five forty-five-minute recitations a week throughout a

secondary school year, and is estimated to be equivalent to one-fourth of the work of one year in the high school.

* Every candidate for the A.B. degree must offer:

English		4 units
Mathematics	Algebra	1.5 units
	Plane Geometry	1 unit
Foreign Languages	Latin, French, German, †Spanish	2 units
History		1 unit
‡Electives		5.5 units
Total		15 units

The elective units must be chosen from the following: Algebra, Solid Geometry, Trigonometry, Commercial Arithmetic, one-half unit each; History, one to four units; Bible, one unit; Physiology, Physical Geography, Physics, Botany, Chemistry, General Science, Cookery, Commercial Geography, one-half or one unit each, Foreign Language or Languages not counted among required subjects.

Admission to Advanced Standing

A student applying for advanced standing or credit from another institution must present the following information:

(*a*) A certificate of honorable dismissal from the institution last attended. (*b*) An official transcript of her record at such institution, together with a catalogue that describes the courses taken. (*c*) Details of the units offered for college entrance and the name of the high school from which the entrance units were received. All of this information should be sent from the insti-

* Entrance requirements for those who are candidates for the B.S. degree with a major in Piano, Organ, Violin, Violoncello, Voice, or Public School Music are given on page 84.

† Spanish is accepted for entrance, but no Spanish is offered in Meredith.

‡ Not more than four half-unit courses will be counted. Not more than two units of vocational subjects will be counted.

tution last attended to Meredith College at least two weeks before the opening of the session. Students who have completed two years of college work must indicate the two majors and the other subjects that they expect to pursue the first semester.

When the candidate comes from an institution belonging to the Southern Association of Colleges and Secondary Schools or an association of equal rank, she will be given credit for the successful completion of courses that correspond to those offered by Meredith College. Credit for laboratory work will be estimated on the same basis as is allowed for corresponding work in Meredith College.

The maximum credit accepted from a junior college is sixty-two semester hours. Not more than thirty-two semester hours will be counted for the work of one year in a junior college.

Summer School Credits

The student should have the announcement of the summer school that she is to attend, and should secure the written approval of the heads of the departments for the courses that she plans to take. The names of these courses and the outline of the courses should be filed with the Committee on Advanced Standing before commencement. The student will be advised what credit will be allowed for the proposed summer work. The maximum credit allowed on a degree for a term of six weeks is seven semester hours; for nine weeks, ten semester hours; for twelve weeks, fourteen semester hours.

Definition of Entrance Requirements

ENGLISH (4 units)

The four units of English offered by students from an accredited high school will be accepted. Following the requirements of the National Conference on Uniform Entrance Requirements, the department expects that in all written work the student pay constant attention to spelling and punctuation, and

to the structure of sentences, paragraphs, and whole compositions. In all oral work there should be constant insistence upon the elimination of personal speech defects, and of obscure enunciation. It is expected that the student be able to read with intelligence and appreciation work of moderate difficulty, and show familiarity with a few masterpieces.

FRENCH (2 units)*

FIRST-YEAR FRENCH (1 UNIT)

A. Careful drill in phonetics and grammar. Stress should be placed on French life and culture. Reading of 150-200 pages of easy French. Frequent dictations and oral exercises.

SECOND-YEAR FRENCH (1 UNIT)

B. Study of grammar continued. Reading of 300-400 pages of selected texts. Dictation and oral exercises. Geography of France and French civilization.

GERMAN (2 units)*

FIRST-YEAR GERMAN (1 UNIT)

A. Grammar and drill in pronunciation. Oral exercises and dictation. Reading of 150-200 pages from easy texts. German life and culture stressed.

SECOND-YEAR GERMAN (1 UNIT)

B. Grammar continued. Oral exercises and dictation. Reading of 300-400 pages of selected texts. Geography of Germany and German civilization.

LATIN (4 units)*†

FIRST-YEAR LATIN (1 UNIT)

(1) A thorough knowledge of forms and principles of syntax.

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* Entrance work in foreign languages exceeding two units may count as elective entrance units.

† The work of schools that follow the recommendations of the report of the Classical investigation will be accepted for any year of high school work.

SECOND-YEAR LATIN (1 UNIT)

(2) Cæsar, four books. Grammar and constant practice in writing easy Latin sentences illustrating rules of syntax.

THIRD-YEAR LATIN (1 UNIT)

(3) Cicero, six orations, including the Manilian Law. At least one period a week should be devoted to prose composition.

FOURTH-YEAR LATIN (1 UNIT)

(4) Vergil, *Æneid*, six books. Study of meter and style. Prose composition, one period a week.

HISTORY (4 units)*

The candidate may offer as many as four of the following units in history:

(a) Ancient History to the fifth century or to about 800 A.D., or Early European History to about the beginning of the eighteenth century (1 unit).

(b) Medieval and Modern European History, or Modern European History from about the beginning of the eighteenth century (1 unit).

(c) English History (1 unit).

(d) American History (1 unit).

(e) Civics (½ unit).

MATHEMATICS (2.5 units)‡

ALGEBRA (1.5 UNITS)

The requirements in algebra include the following subjects: The four fundamental operations of algebra, powers and roots, factors, common divisors and multiples, fractions, ratio and proportions, inequalities, exponents, equations of the first and second degrees with one or more unknown quantities, radicals and equations involving radicals, arithmetical and geometrical progressions, binomial theorem for positive integral exponents.

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* Entrance work in history exceeding one unit may count as elective entrance units.

‡ An additional half-unit in algebra may be counted towards entrance if sufficient time has been given to the subject. No more than two units will be given for algebra. Solid geometry may be offered as an elective and counts one-half unit.

Pupils should be required throughout the course to solve numerous problems which involve putting questions into equations. It is also expected that the work be accompanied by graphical methods in the solution of equations of all types.

It will require at least one and one-half years with four or five one-hour recitation periods a week to complete this work.

PLANE GEOMETRY (1 UNIT)

The usual theorems and problems of some good textbook in plane geometry, together with a sufficient number of original problems to enable the student to solve such problems readily and accurately.

To be acceptable, the work in plane geometry must cover a full year with four or five one-hour recitation periods a week.

SOLID GEOMETRY (½ UNIT)

This work should complete the chapters on straight lines and planes in space, prisms and cylinders, pyramids and cones, and spheres. Special emphasis should be placed on applications, the student solving a large number of problems illustrating the theorems of the text.

BIBLE (Elective)

Entrance credit of one unit may be allowed for work in one or more of the following branches of Religious Education: (1) Bible History, (2) Sunday School Pedagogy, (3) Missions.

SCIENCE (Elective)

PHYSIOLOGY AND HYGIENE (½ UNIT OR 1 UNIT)

The candidate must be familiar with the general structure of the body, digestion, circulation, respiration, and the nervous system.

PHYSICAL GEOGRAPHY (½ UNIT OR 1 UNIT)

This course should include a detailed study of the land forms and physiographic factors. The course will require at least one year.

PHYSICS (½ UNIT OR 1 UNIT)

One year's work, including the principles of mechanics, heat, electricity, sound, and light. About one-third of the time should be given to individual laboratory work, which should be reported in carefully prepared notebooks.

BOTANY (½ UNIT OR 1 UNIT)

The student should acquire a knowledge of plant structure and development; a knowledge of the fundamental principles of plant nutrition, assimilation, growth, and reproduction; and a knowledge of the relation of plants to other living things. A large part of this information should be gained by laboratory and field work.

CHEMISTRY (½ UNIT OR 1 UNIT)

This course should include the general laws and theories of chemistry and make the student familiar with the occurrence, preparation, and properties of the common elements and their compounds.

GENERAL SCIENCE (½ UNIT OR 1 UNIT)

This course should serve as an introduction to the study of the various branches of science, and should be based on some standard text.

HOME ECONOMICS (½ UNIT OR 1 UNIT)

A full unit in cooking will not be given unless a notebook certified by the teacher is presented. A half-unit or a unit in this subject will be allowed, according to the time given to it. Two double laboratory periods will count for two recitations.

General Regulations of Academic Work

Routine of Entrance and Registration

1. *Enrollment.* All students, upon arrival in the city, will report to the office of dean of women and enroll.

2. *Matriculation.* Each semester every student will pay to the bursar the required matriculation fee. Days for matriculation are as follows: for the first semester, September 11 and 12, and second semester, January 29.

3. *Registration.* Each semester every student will come to the dean's office, exhibit her matriculation card, and have her course of study for the semester approved by the dean. Students must complete registration in the dean's office before three o'clock of the last day of registration. Days for registration: for the first semester, September 11 and 12; second semester, January 29, 10 a.m. to 1 p.m. The penalty for not completing registration on time is an extra fee of $1.00.

Reports

At the end of each semester a report is sent to the parent or guardian of the student, showing her grade of scholarship and number of absences from recitation and other college duties.

At the close of the first and third quarters parents and students are notified if students are not making satisfactory grades.

The grade of scholarship is reported in letters. A, B, C, and D indicate passing grades; E indicates a condition; F indicates failure and that the subject must be repeated in class.

The college reserves the right to exclude, at any time, a student whose academic standing or conduct it regards as undesirable.

Conditioned Students

Freshmen must offer fifteen units and are not allowed any conditions. Members of other classes may have conditions not exceeding six semester hours.

No student will be classed as a junior or senior if conditioned in the department in which she majors.

Conditions

A student who is conditioned on any of the work of a semester will be given only one examination for removal of the condition.

Conditions for the work of the first semester must be removed on the first week of the next May, or on Wednesday of the opening week of the next session. Conditions for the work of the second semester must be removed on Wednesday of the opening week of the next session, or on the first week of the next December. If the student does not remove the condition at one of these two times she will be required to repeat the work in class.

A senior who has any condition at the end of the first semester must remove that condition before the end of the next March. A senior who has any condition on the work of the second semester will be given one opportunity to remove the condition during the first three days of the week following senior examinations.

A senior who does not have all conditions satisfied at the time specified will be dropped from the senior class. She will be given one opportunity to make up each condition at the regular time for making up conditions during the following year, and will be graduated at the next commencement after she has made up all conditions.

No student will receive credit for work in any subject until her conditions or deficiency in that subject are removed.

No student will be allowed an examination on other dates than those arranged above until she shall have shown to the dean good reason for it and paid to the bursar one dollar for the library fund. In the case of conflict with other college duties, or illness, this fee will be remitted.

The English Department may impose a condition in English composition upon a student who hands in to any department a paper which contains gross violations of the fundamentals of English composition.

Requirements for Graduation

To be entitled to a degree, the student must during her college course prove herself to be of worthy character, and must complete in a satisfactory way the course of work prescribed for the degree in the school from which she wishes to be graduated. Unless she comes from a senior college approved by the Southern Association of Colleges and Secondary Schools, or by an association of equal rank, the candidate for a degree must spend at least two years in residence. The last work that is to count toward a degree must be done at Meredith. One hundred twenty semester hours are required for graduation. The grades on the one hundred twenty semester hours must be sufficient to entitle the student to ninety quality points.* A student passing more than one hundred twenty semester hours must make grades sufficient to entitle her to three-fourths as many quality points as semester hours passed. A student taking part of her work in another institution must make grades in Meredith College sufficient to entitle her to three-fourths as many quality points as semester hours passed in Meredith College.

Meredith College has no system of class cuts. Students are required to meet all college appointments except those from which they have been excused by the dean of women. Absence from class may entail a reduction of quality points. In case of prolonged illness, upon recommendation of the dean of women, the regulation is waived.

A junior or senior taking a prescribed freshman course will receive only two-thirds of the regular credit for such course. A senior taking a prescribed sophomore course will receive only two-thirds of the regular credit for such course. This rule does not apply to General Psychology 20 or Religion 20, 21. Any deficiency in the number of prescribed hours resulting from

*A grade of A gives three points, B gives two points, and C gives one point for each semester hour that counts towards graduation.

the forfeiture of credit resulting from the application of this rule may be satisfied by substituting an equal number of hours of free elective credit. This rule applies to the "Group" requirements as well as to the "Requirements without option."

Underclassmen and juniors are required to take not less than fifteen hours of work a week. Seniors are required to take at least fourteen hours of work each semester.

No student may take more than sixteen hours work unless she passed in fifteen hours the preceding semester and has permission from the faculty.

The maximum number of hours of credit that will be allowed during any semester is eighteen.

A student wishing to make up work under a tutor must consult the dean at the time she arranges her regular work.

Degrees

The college confers the degrees of Bachelor of Arts and Bachelor of Science.

The requirements for the A.B. degree are 21 semester hours of prescribed, 24 to 36 semester hours for the group chosen, 30 to 46 semester hours electives for majors and minors, and free electives sufficient to make a total of 120 semester hours (pages 34 and 35).

The requirements for the degree of Bachelor of Science with a major in Piano, Organ, Violin, Violoncello, Composition, Voice, or Public School Music are given on page 87.

For students who enter technical schools two hours of laboratory will be considered equal to one hour of lecture or recitation, and the number of semester hours required for graduation will be increased according to the number of laboratory hours taken.

Requirements for Degrees

A.B. Degree

1. *Requirements without option:*

	Semester hours
English 10-11, freshman year	6
English 20-21, sophomore year	6
Religion 20, 21, sophomore or junior year	6
Psychology 20, sophomore or junior year	3

2. *Required with option:*

The requirements of one of the three groups given below must be satisfied. Foreign language includes French, German, Spanish,* Latin, Greek. Ancient language includes Latin, Greek. Modern language includes French, German, Spanish. The numeral after a course indicates the number of semester hours of credit for that course.

GROUP I

Division A

*§Foreign Language..... 6

Division B

Three courses from the four following:

1. Ancient language..... 6
2. Modern language..... 6
3. History or Economics 6
4. Mathematics 6

Division C

One course from the three following:

1. Biology 6
2. Chemistry 8
3. Physics 6

GROUP II

Division A

†Foreign language or foreign languages.....12

Division B

Four courses from the five following:

1. Biology 6
2. Chemistry 8
3. Physics 6
4. History or Economics 6
5. Mathematics 6

A student who is to teach Home Economics may have a minimum of two semester hours of Physics, provided she takes additional work in the other sciences to make a total of twenty-four semester hours in four courses of the five in Division B.

GROUP III

Division A

†Foreign language or foreign languages.....12
History 6

Division B

One course from the three following:

1. Economics 6
2. Sociology 6
3. Religion 6

in addition to the Religion required above, "without option."

Division C

Two courses from the four following:

1. Biology 6
2. Chemistry 8
3. Physics 6
4. Mathematics 6

*Spanish is accepted from other institutions, but no Spanish is offered at Meredith.

§ Not required of a student who offers four entrance units in foreign language. Three semester hours will be required of a student who offers three units in one foreign language but not a total of four entrance units in foreign language.

†Only six semester hours will be required of a student who offers four entrance units in foreign language. Nine semester hours will be required of a student who offers three units in one foreign language but not a total of four entrance units in foreign language.

3. *Electives to be distributed as follows:*

(a) A major elected from any department shown below as offering such, and a minor in any department not chosen for the major. Subjects required without option and subjects counted as group requirements may count on a major or minor. The number of semester hours required by each department is given below. The details of requirements for a major and minor are given with the description of courses in each department.

	Major	*Minor*
Art	28	18
Biology	24	18
Chemistry	31	18
Economics–Sociology	24	18
Education:		
Grade School	24	18
High School	21	18
English	30	24
French	24	18
German	....	18
Greek	....	18
History	24	18
Home Economics	24	18
Latin	24	18
Mathematics	24	18
Psychology–Philosophy	24	18
Religion	24	18
General Science	30	18

(b) Free electives sufficient to make a total of one hundred twenty semester hours, when added to the required and major subjects. Free electives may include any subject offered as a major, not previously included in the major or minor subjects; or Practical Music, not exceeding twelve semester hours. In order to receive credit for Practical Music the student must

offer an equal amount of Theoretical Music with grades of C or higher.

Degree of B.S.

The requirements for the B.S. degree are outlined on pages 87 and 88.

Schedule of Examinations

FALL SEMESTER		SPRING SEMESTER	
Class	*Examinations*	*Class*	*Examinations*
1:45 M.W.F.	10–12 Wed.	1:45 T.T.S.	10–12 Sat.
1:45 T.T.S.	2– 4 Wed.	1:45 M.W.F.	2– 4 Sat.
2:45 M.W.F.	10–12 Thur.	2:45 T.T.S.	10–12 Mon.
2:45 T.T.S.	2– 4 Thur.	2:45 M.W.F.	2– 4 Mon.
8:30 M.W.F.	10–12 Fri.	8:30 T.T.S.	10–12 Tue.
8:30 T.T.S.	2– 4 Fri.	8:30 M.W.F.	2– 4 Tue.
9:30 M.W.F.	10–12 Sat.	9:30 T.T.S.	10–12 Wed.
9:30 T.T.S.	2– 4 Sat.	9:30 M.W.F.	2– 4 Wed.
11:00 M.W.F.	10–12 Mon.	11:00 T.T.S.	10–12 Thur.
11:00 T.T.S.	2– 4 Mon.	11:00 M.W.F.	2– 4 Thur.
12:00 M.W.F.	10–12 Tue.	12:00 T.T.S.	10–12 Fri.
12:00 T.T.S.	2– 4 Tue.	12:00 M.W.F.	2– 4 Fri.

The first day of the week on which an irregular class meets determines the time of the examination.

Schedule of Recitations

8:30—Mon. Wed. Fri.	8:30—Tue. Thur. Sat.	9:30—Mon. Wed. Fri.	9:30—Tue. Thur. Sat.	11:00—Mon. Wed. Fri.	11:00—Tue. Thur. Sat.
Art 20-21 Wed. Fri. Biol. 36, 37 Chem. 61 Wed. Fri. Eng. 49, 60 Hist. 20, 21 Home Ec. 20-21 Wed. Latin 42, 43 Wed. Fri. Philosophy 44, 45 Music 23.2 36.6-37.6 Wed. Fri. 40.1 Mon. Wed.	Art 26-27 Tue. Thur. Biol. 12-13 (a) Tue. Thur. Chem. 10-11 (a), 40 Ec. Soc. 26, 27 Ed. 40 Eng. 10-11 (a), 32-33 French 6-7 Hist. 10-11 (a) Home Ec. 60-61 Latin 6-7 Math. 40, 41 Psychol. 20, 20* (a) Religion 20, 21 (a) Music 16.0-17.0 20.1-21.1 34.6-35.6 Tue. Thur.	Art 35 Mon. Chem. 34 Mon. Ec. Soc. 20-21 Ed. 31* (a), 45 Eng. 10-11 (b) Eng. Speech 31 Mon. Wed. French 8-9 (a), 10-11 (a) Hist. 10-11 (b) Home Ec. 31 Wed. Latin 20, 21 Wed. Fri. Latin 22, 23 Mon. Math. 10, 11 (a), 15 Physics 30-31 Psychol. 20 (b) Religion 20, 21 (b) Music 30.0-31.0 Mon. Wed.	Biol. 25 Thur. Sat. Biol. 40, 61 Sat. Ec. Soc. 40 Ed. 31 (b), 37, 39 Eng. 10-11 (c), 42-43 French 20-21 (a, b) German 6-7 Hist. 34, 35 Home Ec. 10-11 Tue. Thur. Home Ec. 15 Latin 10, 11 Math. 10, 11 (b), 60 Psychol. 20 (c) Psychol. 23 Tue. Thur. Religion 20, 21 (c) Music 36.0-37.0	Art 10-11 Mon. Biol. 12-13 (b) Wed. Fri. Ec. Soc. 30, 31 Ed. 48, 49 Eng. 40, 45 French 42-43 Hist. 42, 43 (a) Greek 20-21 Math. 30-31 Religion 11, 34 Music 26.0-27.0	Ed. 31 (c), 32, 42 Eng. 20-21 (a, b), 46, 47 French 4-5 German 4-5 Hist. 10, 11 (c), 30, 31 Math. 20-21 Psychol. 33, 34 Religion 14 Music 20.0-21.0 Tue. Thur.
Laboratory	**Laboratory**	**Laboratory**	**Laboratory**	**Laboratory**	**Laboratory**
Biol. 12-13 (b) Wed. Fri. Biol. 25 Chem. 34 Wed. Fri.	Biol. 12-13 (a) Tue. Thur. Biol. 12-13 (f) Sat. Biol. 61 Tue. Thur. Chem. 21 (a) Tue. Thur.	Biol. 12-13 (b) Wed. Fri. Biol. 25 Chem. 34 Wed. Fri. Home Ec. 31 Mon.	Biol. 12-13 (a) Tue. Thur. Biol. 12-13 (f) Sat. Biol. 61 Tue. Thur. Chem. 21 (a) Tue. Thur.	Biol. 12-13 (c) Mon. Wed. Chem. 10-11 (b) Wed. Fri. Chem. 20-21 (b) Mon. Wed. Home Ec. 10-11 (a) Mon. Home Ec. 10-11 (b) Wed. Fri. Home Ec. 30 Mon. 31 Mon. Fri.	Biol. 12-13 (b) Tue. Thur. Chem. 10-11 (a) Tue. Thur.

12:00—Mon. Wed. Fri.	12:00—Tue. Thur. Sat.	1:45—Mon. Wed. Fri.	1:45—Tue. Thur.	2:45—Mon. Wed. Fri.	2:45—Tue. Thur.
Biol. 12-13 (c) Wed. Fri. Biol. 32, 33 Mon. Fri. Ec. Soc. 43 Ed. 46, 47 Eng. 10-11 (d) German 10-11 Wed. Fri. Hist. 10, 11 (d), 42, 43 (b) Home Ec. 30 Wed. Fri. Home Ec. 31 Wed. Latin 41, 60 Religion 26, 27 Music 10.0-11.0 Wed. Fri. 42.6 Wed. Fri. 43.6 Wed.	Biol. 20 Tue. Thur. Biol. 21 Tue. Chem. 20-21, 30, 31 Tue. Thur. Eng. 10-11 (e) Eng. Speech 30 French 8-9 (b), 10-11 (b) French 30-31 Hist. 32, 33, 60 Home Ec. 40, 41 Psychol. 35 Religion 40, 41	Chem. 10-11 (b) Ec. Soc. 10-11 Eng. 20-21 (c), 38-39 French 8-9 (c, d), 61 Geog. 30, 31 Hist. 10,11 (e), 22, 25, 46, 47 Home Ec. 35 Fri. Home Ec. 37 Mon. Wed. Latin 8-9 Math. 10, 11 (c) Religion 20, 21 (d) Music 41.1, 44.1 Wed. Fri.	Astronomy 36 Biol. 23 Thur. Eng. 30, 31 Tue. Eng. 34, 35 Thur. Eng. 36, 37 Tues. Geol. 39 Home Ec. 32 Tue. Home Ec. 34 Tue. Thur. Latin 44, 45 Music 38.6-39.6	Ed. 32*, 44 Eng. 10-11 (f), 20-21 (d) Greek 30-31 Math. 13 Psychol. 20 (d) Music 10.6 11.6 Mon. Fri.	Art 30-31 Music 40.6, 41.6
Laboratory	Laboratory	Laboratory	Laboratory	Laboratory	Laboratory
Biol. 12-13 (c) Mon. Wed. Chem. 10-11 (b) Wed. Fri. Chem. 20-21 (b) Mon. Wed. Home Ec. 10-11 (a) Mon. Home Ec. 10-11 (b) Wed. Fri. Home Ec. 30 Mon. Home Ec. 31 Mon. Fri.	Biol. 12-13 (d) Tue. Thur. Chem. 10-11 (a) Tue. Thur.	Biol. 12-13 (f) Wed. Biol. 32, 33 Wed. Fri. Chem. 40 Wed. Home Ec. 20-21 Mon. Fri.	Biol. 12-13 (e) Biol. 20, 21 Tue. Thur. Chem. 30, 31 Home Ec. 32 Thur.	Biol. 12-13 (f) Wed. Biol. 12-13 (g) Mon. Fri. Biol. 32, 33 Wed. Fri. Chem. 10-11 (c) Mon. Fri. Chem. 40 Wed. Home Ec. 10-11 (a) Wed. Home Ec. 20-21 Mon. Fri. Physics Mon.	Biol. 12-13 (e) Biol. 20, 21, 23 Chem. 30, 31 Home Ec. 32, 34

Courses of Instruction

NOTE.—A course given an even number is offered the first semester; a course given an odd number is offered the second semester; a course with an even number followed by an asterisk is a first semester course offered the second semester; a course with an odd number followed by an asterisk is a second semester course offered the first semester. A course given two numbers separated by a hyphen continues through the year; a course given two numbers separated by a comma consists of two parts, either or both of which may be taken.

Courses given a number less than 20 are intended for freshmen; those numbered 20 to 29 for sophomores; 30 to 39 for juniors; 40 to 59 for seniors. Those numbered 60 to 69, or Music courses ending in .6, are courses in Methods.

I. Art

IDA ISABELLA POTEAT, *Professor*
MARY PAUL TILLERY, *Associate Professor*

The system of instruction in this department seeks to develop original creative ability in the student; to stimulate appreciation of Art, and to gain intellectual breadth and enriched culture through acquaintance with the various forms of Art wherever found.

In order to receive credit for a technical course, a student must carry an equal number of hours of historical work.

The requirements for a major are 10-11, 20-21 or 26-27, 30-31, 40-41, and 14 semester hours of technical art.

The requirements for a minor are 10-11, 30-31, 4 semester hours of elective work in historical art, and 8 semester hours of technical art. Industrial Art 35 should be taken in connection with Applied Design 39 in order to meet the State requirements for grade certificate.

A. Historical

10-11. Art Appreciation.

Required of freshmen who major in Art. One hour credit each semester. Monday, 11:00.

A study of composition; the content and esthetic qualities in sculpture and painting; observation of color and light effects in nature. MISS POTEAT

20-21. Art Education.

Two hours credit each semester. Wednesday, Friday, 8:30.

The principles of beauty with application to problems in everyday life; drawing; problems in perspective and composition, the analysis and theory of color.

A fee of $2.00 is charged for materials. Miss Tillery

26-27. Historic Design.

Two hours credit each semester. Tuesday, Thursday, 8:30.

A study of the sources and application of design through the ages.

Miss Tillery

30-31. History of Art.

Required of juniors who major in Art. Prerequisite: English Composition 10-11 and History 22. Two hours credit each semester. Tuesday, Thursday, 2:45.

A survey of the history of the important styles of architecture, sculpture, painting, and the minor arts. Miss Poteat

35. Industrial Art.

Prerequisite: Art Education 20. One hour credit. Monday, 9:00.

An attempt to show the vital relation of art to life and industry and to develop an appreciation for the beautiful and the power to produce beautiful things. To be taken in connection with Applied Design 39.

A fee of $2.00 is charged for materials. Miss Tillery

40-41. Advanced History of Art.

Required of seniors who major in Art. Two hours a week. Two hours credit each semester. Class hours to be arranged.

An intensive study of selected subjects and periods in art, with lectures, discussions, and special papers. Miss Poteat

B. Technical

MISS POTEAT AND MISS TILLERY

16-17. Drawing and Painting.

Six studio hours a week. Two hours credit each semester. Lectures and laboratory work dealing with the different mediums of artistic expression. Free-hand drawing; the analysis and theory of color; flat washes in water-color. Principles of linear and aerial perspective.

26-27. Design and Pictorial Composition.

Six studio hours a week. Two hours credit each semester. Discussions and laboratory work dealing with problems of Design and Composition. Landscape painting; drawing from life.

36-37. Problems of Form.

Six studio hours a week. Two hours credit each semester. Lectures and laboratory work. Elementary antique still-life painting, and modeling in clay.

39. Applied Design.

Three studio hours a week for one semester. One hour credit. Problems of lettering, linoleum block printing, poster design, batik and tie dyeing, leather work, and weaving.

46-47. Advanced Drawing and Painting.

Six studio hours a week. Two hours credit each semester. Discussions and laboratory work dealing with problems in landscape painting, still life, and the draped life model.

48. Advanced Figure Composition.

Three studio hours a week for one semester. One hour credit. Problems and criticisms of the structure, proportions, and action of the human body for purposes of design.

II. Biology

LENA AMELIA BARBER, *Professor*

DR. BESSIE EVANS LANE, *Professor of Physiology and Hygiene.*

ELIZABETH BOOMHOUR, *Instructor*

MELBA CLEO HUNT, *Instructor*

The requirements for a major are 12-13, 20, 32, and 10 semester hours elected from 21, 23, 36, 37, 33, 40.

The requirements for a minor are 12-13, 20, 32, and 4 semester hours elected from 21, 23, 33, 36, 37, 40.

Chemistry 10-11 is required for a major or minor in Biology.

12-13. General Biology.

Required of freshmen majoring in Home Economics who have not had high school Biology. Elective for others. Two lectures and four laboratory hours a week. Six semester hours credit. Lectures: Sec. (*a*), Tuesday, Thursday, 8:30; Sec. (*b*), Wednesday, Friday, 11:00; Sec. (*c*), Wednesday, Friday, 12:00. Laboratory: Sec. (*a*), Tuesday, Thursday, 8:30-10:30; Sec. (*b*), Wednesday, Friday, 8:30-10:30; Sec. (*c*), Monday, Wednesday, 11:00-1:00; Sec. (*d*), Tuesday, Thursday, 11:00-1:00; Sec. (*e*), Tuesday, Thursday, 1:45-3:45; Sec. (*f*), Wednesday, 1:45-3:45; Saturday, 8:30-10:30; Sec. (*g*), Monday, Friday, 2:45-4:45.

A course aiming to present the most important biological facts and principles, and so to relate them that the student can apply them to the ordinary affairs of life. A study of protoplasm, the cell, the rôle of green plants, including simple experiments in plant physiology, the adjustment of organisms to their environment, disease, death, the rôle of micro-organisms, growth, reproduction, and heredity. The types of organisms studied in the laboratory, beginning with unicellular forms and leading up to vertebrates, an intensive study being made of the frog.

Laboratory fee, $2.50.

Lectures: MISS BARBER
Laboratory: STAFF

20. General Botany.

Six hours laboratory and field work a week. Four semester hours credit. Lectures: Tuesday, Thursday, 12.00. Laboratory: Tuesday, Thursday, 1:45-4:45.

Laboratory fee, $2.50. Miss Barber

21. Plant Taxonomy.

Prerequisite: Biology 12-13, 20, or a year of standard high school Biology or Botany. Three semester hours credit. Lecture: Tuesday, 12:00. Laboratory and field studies: Tuesday, Thursday, 1:45-4:45.

A study of the external morphology, identification, classification, and distribution of plants in the vicinity.

Laboratory fee, $2.50. Miss Barber

23. Bacteriology.

Required of sophomores majoring in Home Economics. Elective for others. Prerequisite: Biology 12 and Chemistry 10-11 or their equivalents. Three semester hours credit. Lecture: Thursday, 1:45. Laboratory: Tuesday, Thursday, 2:45-4:45.

A general discussion of bacteria in all their relations, with special attention to the laboratory methods of studying bacteria, the preparation of culture media; principles of sterilization and disinfection; bacteriological examination of air, milk, water; and studies in fermentation, chiefly from the point of view of the householder.

Laboratory fee, $2.50. Miss Boomhour

25. Elements of Cryptogamic Botany.

Prerequisite: Biology 12-13. Four semester hours credit. Lectures: Thursday, Saturday, 9:30. Laboratory: Monday, Wednesday, Friday, 8:30-10:30. Four semester hours credit.

A study of the morphology and life history of types of algæ, fungi, liverworts, mosses, and ferns.

Laboratory fee, $2.50. Miss Barber

*[30-31. Human Physiology and Hygiene.

Prerequisite: Biology 12-13, Chemistry 10-11. Monday, Wednesday, Friday, 9:30. Not to be credited if Physiology 36, 37 is taken.

First semester. Physiology: The general structure and composition of the human body; the nervous system; digestive, circulatory,

* Not given in 1935-1936.

and respiratory systems; secretion and excretion; blood and lymph; reproduction.

Second semester. Hygiene: The subjects of exercise, bathing, clothing, etc.; contagion and infection; disinfection, and hygienic arrangement of the sick-room; community hygiene.

A course is given in "First Aid" as arranged by the American Red Cross. Those passing the examination in this course to be given a certificate from the American Red Cross.]

DR. LANE

32. Invertebrate Zoology.

Prerequisite: Biology 12-13. Four semester hours credit. Lectures: Monday, Friday, 12:00. Laboratory: Wednesday, Friday, 1:45-4:45.

A course dealing with the morphology, physiology, life history, and economic importance of a series of invertebrate animal types.

Laboratory fee, $2.50.

MISS BOOMHOUR

33. Comparative Anatomy of Vertebrates.

Prerequisite: Biology 12-13. Four semester hours credit. Hours same as for course 32.

Lectures dealing with the morphology, physiology, and development of the various vertebrate organs and systems of organs. Various vertebrate types, including fish, amphibia, reptiles, birds, and mammals, to be dissected in the laboratory.

Laboratory fee, $2.50.

MISS BOOMHOUR

36. Human Physiology.

Required of Home Economics majors. Elective for others. Monday, Wednesday, Friday, 8:30. Not to be credited if Physiology 30-31 is taken.

Anatomy to be studied only so far as is necessary to understand the functions of the different systems of the body.

37. Hygiene.

Required of students preparing to teach in the grades. Elective for others. Monday, Wednesday, Friday, 8:30. Not to be credited if Physiology 30-31 is taken.

Includes personal, school, and community hygiene and medical inspection of children.

40. Genetics.

Prerequisite: Biology 12-13 or its equivalent. Three semester hours credit. Tuesday, Thursday, Saturday, 9:30.

A course aiming to familiarize the student with the principles of heredity and variation. Results of genetical investigations in progress in the departments of both Botany and Zoology to be presented.

Miss Boomhour

61. Teaching of Biology.

Prerequisite: Biology 20, 32. Lecture: Saturday, 9:30. Laboratory, Tuesday, Thursday, 8:30-10:30.

Laboratory fee, $2.50. Miss Boomhour

III. Chemistry

Lula Gaines Winston, *Professor*
Mary Elizabeth Yarbrough, *Assistant Professor*

The requirements for a major are 10-11, 20-21, 30, 31, 34, 40. Physics 30-31 is required of students majoring in Chemistry.

The requirements for a minor are 10-11, 20-21, and 4 semester hours elected from other courses in the department, exclusive of 61.

10-11. General Chemistry.

Required of freshmen majoring in Home Economics. Elective for others. Eight semester hours credit. Lectures: Sec. (*a*), Tuesday, Thursday, Saturday, 8:30; Sec. (*b*), Monday, Wednesday, Friday, 1:45. Laboratory: Sec. (*a*), Tuesday, Thursday, 11:00-1:00; Sec. (*b*), Wednesday, Friday, 11:00-1:00; Sec. (*c*), Monday, Friday, 2:45-4:45.

A study of the occurrence, preparation, and properties of important metallic and nonmetallic elements and compounds. The historical development of the subject traced and the fundamental principles of chemistry discussed as far as possible. Special emphasis laid upon the practical application of the science to daily life.

Laboratory fee, $5.00. Lectures: Miss Winston
Laboratory: Miss Yarbrough

20-21. Organic Chemistry.

Prerequisite: Chemistry 10-11. Eight semester hours credit. Lectures: Tuesday, Thursday, Saturday, 12:00. Laboratory 20, Monday, Wednesday, 11:00-1:00; Laboratory 21, Sec. (*a*), Tuesday, Thursday, 8:30-10:30; Sec. (*b*), Monday, Wednesday, 11:00-1:00.

The lectures taken up with the study of the hydrocarbons and their derivatives. The laboratory periods for the first semester given to exercises in qualitative analysis; for the second semester to organic preparations.

Laboratory fee, $5.00. MISS WINSTON

30, 31. Quantitative Analysis.

Elective. Prerequisite: Chemistry 20-21. Two lectures and six hours of laboratory work a week. Four semester hours credit each semester. Lectures: Tuesday, Thursday, 12:00. Laboratory: Tuesday, Thursday, 1:45-4:45.

The classroom work devoted to the discussion of the methods used in the laboratory, the theory of quantitative separations and chemical calculations. The laboratory work given to standard gravimetric and volumetric methods of analysis.

Laboratory fee, $5.00. MISS YARBROUGH

34. Organic Chemistry—Carbocyclic Compounds.

Elective. Prerequisite: Chemistry 20-21. Three semester hours credit. Lectures: Monday, 9:30. Laboratory: Wednesday, Friday, 8:30-10:30.

A course intended primarily for students preparing to study medicine. The laboratory periods devoted to the preparation of the carbocyclic compounds; the recitations to a theoretical study of these compounds.

Laboratory fee, $2.50. MISS WINSTON

40. Chemistry of Food and Nutrition.

Elective. Prerequisite: Chemistry 20-21. Four semester hours credit. Lectures: Tuesday, Thursday, Saturday, 8:30. Three hours of laboratory work: Wednesday, 1:45-4:45.

A study of the chemistry and functions of foodstuffs; the amounts of food required in nutrition; and the composition and nutritive values of food materials.

TEXT: Sherman, *Chemistry of Food and Nutrition*, Fourth Edition. MISS YARBROUGH

61. Methods of Teaching Chemistry.

Elective. Prerequisite: Chemistry 20-21. Two hours of lecture and recitation, and two hours of laboratory work a week for the second semester. Lectures: Wednesday, Friday, 8:30.

A course intended to prepare students to teach Chemistry in the high schools. MISS WINSTON

IV. Economics and Sociology

NETTIE SOUTHWORTH HERNDON, *Professor*

The requirements for a major are 20-21, 26, 27, 40, and 9 semester hours elected from 30, 31, 32, 41, 43.

The requirements for a minor are 20-21, 26, 27, and 6 semester hours elected from 30-31, 32, 40, 41, 43.

Sociology 10-11 does not count on a major or minor.

10-11. Introduction to Social Science.

For freshmen. Monday, Wednesday, Friday, 1:45.

A survey of American economic and social life.

20-21. Principles of Economics.

Open to sophomores, juniors, and seniors. Monday, Wednesday, Friday, 9:30.

26. Modern Social Problems.

Not open to freshmen. Tuesday, Thursday, Saturday, 8:30.

27. Principles of Sociology.

Not open to freshmen. Tuesday, Thursday, Saturday, 8:30.

30. The Economics of Consumption.

Prerequisite: Economics 20-21. Monday, Wednesday Friday, 11:00.

A study of individual, family, and national consumption.

31. Labor Problems.

Prerequisite: Economics 20-21. Monday, Wednesday, Friday, 11:00.

A consideration of the problems of modern labor, such as unemployment, industrial insurance, trade unionism, and the status of the laborer.

*[32. Rural Problems.

Prerequisite: Sociology 26 or Sociology 27. Monday, Wednesday, Friday, 12:00.

A study of rural social conditions, with plans for improvement.]

40. Social Problems of the Family.

Prerequisite: Sociology 26 or Sociology 27. Tuesday, Thursday, Saturday, 9:30.

The historical development and contemporary problems of marriage and the family.

*[41. Race Problems.

Prerequisite: Sociology 26 or Sociology 27. Tuesday, Thursday, Saturday, 11:00.

The history, causes, and effects of immigration; methods of assimilation. The Negro problem.]

43. Social Case Work.

For seniors. Prerequisites: Sociology 26, Sociology 27, and Sociology 40. Monday, Wednesday, Friday, 12:00.

A course intended for those desiring an insight into the methods of social treatment of unadjusted individuals and families.

* Not given in 1935-1936.

V. Education

Bunyan Y. Tyner, *Professor*
Ethel Evangeline English, *Assistant Professor*
Lillian Parker Wallace, *Assistant Professor*

All of the courses listed herein are designed primarily to prepare those who wish to teach in the public schools of the State. Courses marked (R) are required of all students who expect to secure a certificate of any kind; those marked (H) of those desiring certificates to teach High School subjects, Public School Music, or Fine Arts; those marked (P) of those desiring to teach in Primary Grades 1-3; those marked (G) of those desiring to teach in Grammar Grades 4-7. Courses marked (E) may be taken to meet professional requirements for all certificates.

Majors in Education

Students pursuing the program of studies leading to the A-grade certificate on either the primary or grammar grade level will automatically make education their major. In addition to the professional courses outlined on page 51, at least one of the following courses in education is required for the major: Education 35, 37, 39, 40, 45, making a total of 24 semester hours. For those pursuing courses leading to teaching in the high school, if education is made the major, in addition to the professional courses outlined on page 51, at least one of the education courses numbered 35, 37, 39, 40, 45 must be taken, making a total of at least 21 semester hours. Care should be exercised to see that the major and minor total the catalogue requirement, and that the requirements of the department in which the minor falls are met. Courses in education are open as general electives to those not majoring in education. Certain courses in psychology may be counted on education majors and minors, with the advice and approval of the head of the Education Department.

Minors in Education

Students wishing a minor in elementary education will take the following subjects: Education 31 and 42, and at least three subjects from the following group: Education 37, 39, 44, 45, 46, 47, 48, 49. Total 15 semester hours.

Those desiring a minor on the secondary school level will take the following subjects: Education 31 and 32 and at least three subjects from the following group: Education 37, 39, 40, 45, 60. Total 15 semester hours.

HIGH SCHOOL TEACHER'S CERTIFICATES

Those who expect to secure a Class A certificate, to teach in High School, must meet the requirements listed below. *It is recommended that the subjects which are taught in high school be chosen for majors and minors.*

I. Subject-Matter Courses

A major and minor should be selected from the following fields (the number of semester hours required for a certificate is indicated in parentheses):

English (24), French (18), German (18), Latin (24), History and Social Science (24), Mathematics (15), Science (30). The following combinations are suggested: English-Latin, English-French,

English-History, Latin-French, History-Mathematics, History-French, Science-Mathematics, or—

A major should be selected from the following: Fine Arts (30); Public School Music (30), including three semester hours in Voice; Home Economics (45).

II. Professional Courses

Educational Psychology (3).

Principles of Secondary Education (3).

Materials and Methods of Teaching the First or/and Second Majors (3 or 6).

Six semester hours chosen from courses in Education or Psychology marked (E). (6)

Observation and Directed Teaching (3).

These courses should be taken in the order here listed, all preceded by General Psychology. Total required, 18 semester hours.

GRADE SCHOOL TEACHER'S CERTIFICATES

Those who expect to teach in the grades must, in addition to meeting the requirements for a degree, meet the following specific requirements:

I. Subject-Matter Courses

English, including 6 hours of composition.....12 semester hours
Children's Literature (Education 42)..... 2 or 3 semester hours
American History and Citizenship (32, 33)..... 6 semester hours
Geography (30, 31)..... 6 semester hours
Drawing (Art Education 20, 21)..... 4 semester hours
Industrial Arts (Art 35, 39)..... 2 semester hours
Music 10.6; 11.6; 23.2.....3 or 4 semester hours
Physiology and Health Education (Course 26, 27).... 6 semester hours
Physical Education (Course 60-61)..... 2 semester hours

II. Professional Courses

Educational Psychology..... 3 semester hours
Child Psychology..... 3 semester hours
School Organization and Classroom Procedures..... 3 semester hours

*Educational Measurements	3 semester hours
Elementary Education—Primary or Grammar Grades	6 semester hours
Observation and Directed Teaching	3 semester hours
Total	21 semester hours

*Students majoring in Primary Education may substitute some other course in Education for Educational Measurements if they so desire.

To meet the Physical Education requirement of 2 semester hours, course 60-61 may be substituted for a year of physical education required of all candidates for a degree. It is strongly recommended that all students planning to teach, either on the elementary or the high school level, take this course.

ELEMENTARY EDUCATION

(Suggested order of arrangement)

FRESHMAN YEAR

	Sem. Hrs.
English 10-11	6
Modern or Ancient Language	6
History 10-11 or Economics 10-11	6
Biology 12-13 or Chemistry 10-11	6
Mathematics 10-11, or one of the options listed above	6
	30

SOPHOMORE YEAR

	Sem. Hrs.
English 20-21	6
Religion 20-21	6
Modern or Ancient Language	6
Psychology 20	3
Music 10.6	1
[1]Electives	8 to 10
	30 to 32

[1] With the approval of the head of the Department of Education, Educational Psychology may be taken during the second semester of the sophomore year if Psychology 20 has been taken in the first semester. If Education 31 has been taken in the sophomore year an elective may be taken in its place the first semester of the junior year.

JUNIOR YEAR

	Sem. Hrs.
[1]Education 31	3
Psychology 33	3
Education 47 or 49	3
[2]Music 11.6	2
History 32-33	6
Geography 30, 31	6
Art Education 20-21	4
[2]Industrial Arts 35, 39	(2)
[3]Electives	3 to 6
	30 to 33

SENIOR YEAR

	Sem. Hrs.
Education 42	3
Education 46 or 48	3
Education 44	3
Biology 30-31	6
Music 11.6 or Ind. Arts 35, 39	2
[4]Education 37	(3)
Education 70	3
Physical Education 60-61	2
[3]Electives	6 to 9
	31

Education Courses

31*, 31. Educational Psychology.

Prerequisite: Psychology 20. Sec. (*a*), Monday, Wednesday, Friday, 9:30; Sec. (*b*), Tuesday, Thursday, Saturday, 9:30; Sec. (*c*), Tuesday, Thursday, Saturday, 11:00. Sec. (*a*), first semester only. Secs. (*b*) and (*c*), second semester only.

An attempt to give the student a knowledge of psychological factors in their educational aspects. MR. TYNER

[1] With the approval of the head of the Department of Education, Educational Psychology may be taken during the second semester of the sophomore year if Psychology 20 has been taken in the first semester. If Education 31 has been taken in the sophomore year an elective may be taken in its place the first semester of the junior year.

[2] If necessary in order to get in a second major, Music 11.6 or Industrial Arts 35, 39 may be omitted until the senior year.

[3] Students should plan a second major the first semester of the junior year and carry it through both the junior and senior years.

[4] Required on the grammar grade level. Recommended for primary and high school teachers as an elective in Education.

32, 32*. Principles of Secondary Education. (H)

Elective for juniors and seniors. Prerequisite or parallel: Educational Psychology 31. First semester, Tuesday, Thursday, Saturday, 11:00; second semester: Monday, Wednesday, Friday, 2:45.

A consideration of the place and function of secondary education in our democracy; the organization and administration of the high school curriculum; student guidance and accounting; managerial factors; records and reports. MR. TYNER

33. Child and Adolescent Psychology. (P–G–E)

For description of course, and time given, see Child and Adolescent Psychology 33 (p. 76).

35. Abnormal Psychology and Mental Hygiene. (E)

For description of course, and time given, see Psychology 35 (p. 76).

34. Social Psychology. (E)

For description of course, see Psychology 34 (p. 76).

37. Educational Measurements. (G–E)

Required of those who expect to teach in the grammar grades. Recommended to those who plan to teach in the primary grades and high school and to those majoring in the Social Sciences. Tuesday, Thursday, Saturday, 9:30.

MISS ENGLISH

39. History of Education. (E)

Elective for juniors and seniors. Prerequisite: History 10, 11, Tuesday, Thursday, Saturday, 9:30.

A survey of educational theories and practices from primitive times to the present; designed to provide a background for an approach to contemporary educational problems. The major emphasis placed on modern education. MRS. WALLACE

40. Administration and Supervision of Public Education. (E)

Open to juniors and seniors. Prerequisite: Ed. 31, and 32 or 44. Tuesday, Thursday, Saturday, 8:30.

A course dealing with the general principles of administration and supervision of public education. The influence of the several

factors of control noted and evaluated. The principal emphasis in the course to be placed, however, upon the teacher's relation to the administrative and supervisory officials of the school system, with a view to the improvement of instruction in the classroom and the effective coördination of the various activities of the school as a whole.

MR. TYNER

42. Children's Literature. (P–G)

Elective for juniors. Tuesday, Thursday, Saturday, 11:00.

An extensive study of children's literature; the principles underlying the selection and organization of literary material for the grades. Dramatization and story-telling, and other factors, including the activities of the children which influence oral and written speech.

MISS ENGLISH

44. School Organization and Classroom Procedure. (P–G)

Required of students working toward elementary certificate. Elective for juniors. Not open to students taking Education 32. Monday, Wednesday, Friday, 2:45.

An attempt to consider in the light of scientific investigation and experience some of the factors and problems which confront the teacher in her daily work: the curriculum; the teacher; organization and control; extra-curricular activities; the school plant; records and reports; relation of teachers and pupils to one another; relation of school to community.

MR. TYNER

45. Philosophy of Education. (E)

Open to juniors and seniors. Prerequisite: Ed. 31, and 32 or 44. Monday, Wednesday, Friday, 9:30.

An examination and discussion of the place of education in society, especially in its relationship to democracy. The viewpoints of such leaders as Plato, Aristotle, Locke, Hume, and Spencer considered, with the major emphasis, however, upon the views of contemporary educational leaders—Dewey, Horne, Kilpatrick, Bode, Morrison, Monroe, Briggs, and others. *The Educational Frontier*, a recent publication, given special consideration.

MR. TYNER

46. Elementary Education: Grades 1-3.

Monday, Wednesday, Friday, 12:00.

A study of materials and methods of teaching reading, language, spelling, and writing in the primary grades. Observation required and activities stressed.

Miss English

47. Elementary Education: Grades 1-3.

Monday, Wednesday, Friday, 12:00.

A study of materials and methods of teaching arithmetic, health, and social studies in the primary grades. Observation required and activities stressed.

Miss English

48. Elementary Education: Grades 4-7.

Monday, Wednesday, Friday, 11:00.

A study of materials and methods of teaching reading, language, spelling and writing in the grammar grades. Observation required. Teaching on the basis of directed learning through activity programs also considered.

Miss English

49. Elementary Education: Grades 4-7.

Monday, Wednesday, Friday, 11:00.

A study of materials and methods in the grammar-grade subjects other than reading, language, spelling, and writing. Observation required and units of work developed and evaluated.

Miss English

Departmental Courses (Materials and Methods)

60-61.

Description of these courses will be found under the several departments. Courses numbered 60-61, inclusive, count as Education, three hours of which are required for a high school certificate to teach in one field; six hours may be taken by those who wish a certificate to teach in two fields. The letter after the number indicates the department from which the principal subject-matter of the

course is taken. The following courses are offered for teachers on the high school level:

61 B. The Teaching of Biology.
61 C. The Teaching of Chemistry.
60 E. The Teaching of English.
61 F. The Teaching of French.
60 H. The Teaching of History.
60-61 H. E. The Teaching of Home Economics.
60 L. The Teaching of Latin.
60 M. The Teaching of Mathematics.
39.6 Mus. The Teaching of Music in the High School.
60-61 P. E. The Teaching of Physical Education.

Observation and Directed Teaching*

70.

At least 54 hours of observation and supervised teaching must be satisfactorily completed in order to qualify for the A certificate. At least 30 hours of this must be in actual teaching. Students are encouraged to get in as much more observation and teaching under supervision and guidance as time will permit. Arrangements are provided for this work to be done under well qualified and experienced teachers in some of the most progressive schools in the State. Hours will be arranged to meet the schedule and convenience of the student and of the school in which the observation and teaching are to be done. *At least two full class periods should be reserved in the schedule of seniors planning to teach in either the fall or spring semester.* Prerequisites to teaching on the high school level are: Education 31, 32, and 60 or 61 in the subject in which teaching is to be done. On the elementary level: Education 31, 44, and 46-47, or 48-49. The work essentially as outlined in the junior year is recommended. The department also expects a student to rank well in scholarship, especially in her major and minor subjects, and in other ways to show promise of becoming a successful teacher, before being assigned to a school for supervised teaching. *Three semester hours credit.*

*If all the requirements have been met except observation and directed teaching, the Class B certificate will be issued. After one year of successful teaching experience the applicant may then be issued the Class A certificate.

VI. English

Julia Hamlet Harris, *Professor*
Mary Lynch Johnson, *Associate Professor*
Mary James Spruill, *Assistant Professor*
Carolyn Arnold Peacock, *Instructor*

English 10-11 is prerequisite for English 20-21; English 20-21 is prerequisite for all other courses in English except English 34-35 and English 38-39.

The requirements for a major are 10-11, 20-21, 32-33 or 42-43, 38-39, and 6 semester hours elected from 34-35, 36-37, 40-41, 42-43, 45, 46, 47, 49, 50-51.

The requirements for a minor are 10-11, 20-21, 32-33 or 42-43, 38-39.

Students who enter with advanced standing and who take a major or minor in English will be expected to take at Meredith the courses required for majors or minors.

10-11. English Composition.

Required of freshmen. Sec. (*a*), Tuesday, Thursday, Saturday, 8:30; Sec. (*b*), Monday, Wednesday, Friday, 9:30; Sec. (*c*), Tuesday, Thursday, Saturday, 9:30; Sec. (*d*), Monday, Wednesday, Friday, 12:00; Sec. (*e*), Tuesday, Thursday, Saturday, 12:00; Sec. (*f*), Monday, Wednesday, Friday, 2:45.

Composition based on selected masterpieces of literature. Themes and conferences. Staff

20-21. Outline History of English Literature.

Required of sophomores. Secs. (*a*), (*b*), Tuesday, Thursday, Saturday, 11:00; Sec. (*c*), Monday, Wednesday, Friday, 1:45; Sec. (*d*), Monday, Wednesday, Friday, 2:45.

A general survey of English literature through the eighteenth century. Miss Johnson, Miss Spruill, Miss Peacock

30-31x. Fundamentals of English Composition.

Required of juniors and seniors who have a condition in English composition. No credit. Tuesday, 1:45. Miss Spruill

32-33. Shakespeare.

Open to juniors and seniors. Required of students taking a major or a minor in English. Tuesday, Thursday, Saturday, 8:30.

Detailed study of three plays. Rapid reading of others.

MISS HARRIS

34-35. Advanced Composition.

Open to sophomores, juniors, and seniors. Thursday, 1:45.

MISS HARRIS

36. Contemporary Drama.

Open to juniors and seniors. Tuesday, 1:45.

MISS PEACOCK

37. Contemporary Prose Fiction.

Open to juniors and seniors. Tuesday, 1:45.

MISS PEACOCK

38-39. Old English.

Open to sophomores, juniors, and seniors. Required of students taking a major or a minor in English. Monday, Wednesday, Friday, 1:45.

A study of the language, with selected readings from Old English prose and poetry. A study of Middle English during half the second semester.

MISS JOHNSON

40. Milton.

Open to juniors and seniors. Monday, Wednesday, Friday, 11:00.

A study of the poetry and of selections from the prose of Milton.

MISS HARRIS

*[41. Browning.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 11:00.

A study of Browning, supplemented by selections from Tennyson and Arnold.]

MISS JOHNSON

* Not given in 1935-1936.

42-43. The Principles of Literary Criticism.

Open to seniors. Tuesday, Thursday, Saturday, 9:30.

A study of the most important theories of poetry and of the principles of literary criticism. Reading of examples of the various types of literature for the application of these principles.

Miss Harris

45. American Literature.

Open to juniors and seniors. Monday, Wednesday, Friday, 11:00.

A survey course. Rapid reading of many selections, and a detailed study of a few others. Especial emphasis on the nineteenth century.

Miss Harris

46. Chaucer.

Open to juniors and seniors. Prerequisite: English 38-39. Tuesday, Thursday, Saturday, 11:00.

A study of the language and writings of Chaucer, with especial attention to the Canterbury Tales.

Miss Johnson

47. English Romantic Poetry of the Nineteenth Century.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 11:00.

A study of Wordsworth, Shelley, and Keats, supplemented by selections from Coleridge, Byron, and Scott.

Miss Johnson

49. Eighteenth Century Prose.

Open to juniors and seniors. Monday, Wednesday, Friday, 8:30.

A study of eighteenth century prose, with emphasis on Johnson and his circle.

Miss Spruill

50-51. Beowulf.

Open to juniors and seniors. Prerequisite: English 38-39. Hour to be arranged.

Miss Johnson

60. The Teaching of English.

Open to seniors who are taking a major or a minor in English. Monday, Wednesday, Friday, 8:30.

A review of the subject-matter and a study of the methods involved in teaching English in high school. Discussions, reports, papers, and conferences. MISS SPRUILL

VII. English Speech

FLORENCE MARIAN HOAGLAND, *Professor*

30. Fundamentals of Speaking and Reading.

Open to sophomores, juniors, and seniors. Tuesday, Thursday, Saturday, 12:00.

Theory and practice in the principles of reading and speech. A course planned to develop simple, intelligent reading and speaking.

31. Dramatic Production.

Open to sophomores, juniors, and seniors. Three semester hours credit. Monday, Wednesday, 9:30. Laboratory to be arranged.

A study of amateur dramatics. Lectures and laboratory work in directing, acting, make-up, stage-setting, and other problems relating to the production of plays for schools and community groups. Plays to be studied and presented by the class. Laboratory fee, $1.00.

VIII. French

CATHERINE ALLEN, *Professor*
MARY LOUISE PORTER, *Associate Professor*
ETHEL KATHRYN DAY, *Instructor*

The requirements for a major are 8-9 or 10-11, 20-21, 30-31, 42-43. The requirements for a minor are 8-9 or 10-11, 20-21, 30-31.

4-5. Elementary French.

A course for those who do not offer French for entrance. Credit: two units or six semester hours. Tuesday, Thursday, Saturday, 11:00.

Special lessons in phonetics and in verbs. Dictation, drill exercises, questionnaires, elementary readings, a minimum of transla-

tion, frequent reviews. Emphasis on geography and on French life and culture.

MISS DAY

6-7. Elementary and Intermediate French.

A continuation of French 4-5. Prerequisite: one unit of French. Credit: two units or six semester hours. Tuesday, Thursday, Saturday, 8:30.

MISS PORTER

8-9. Intermediate Composition and Review Grammar.

Prerequisite: two units of French for entrance. Sec. (*a*), Monday, Wednesday, Friday, 9:30; Sec. (*b*), Tuesday, Thursday, Saturday, 12:00; Secs. (*c*), (*d*), Monday, Wednesday, Friday, 1:45.

This course intended for students who have an incomplete mastery of the language.

A thorough review of French grammar; constant oral and written practice; emphasis on dictation and phonetics; reading texts treating of French Civilization.

MISS PORTER, MISS DAY

10-11. Composition and Advanced Grammar.

Prerequisite: French 4-5 and 6-7, or equivalent preparation. Sec. (*a*), Monday, Wednesday, Friday, 9:30; Sec. (*b*), Tuesday, Thursday, Saturday, 12:00.

An advanced course for students having a good general knowledge of French.

Review of French syntax; phonetics; dictation; classroom use of French whenever possible. A course intended to encourage appreciation of the language and of the civilization.

MISS DAY

20-21. French Drama of the Seventeenth Century.

Prerequisite: French 10-11. Secs. (*a*), (*b*), Tuesday, Thursday, Saturday, 9:30.

Selected dramas of Corneille, Molière, Racine.

MISS PORTER, MISS DAY

30-31. French Poetry.

Prerequisite: French 20-21. Tuesday, Thursday, Saturday, 12:00.

The middle ages, the poetry of chivalry, the courtly lyric of the fourteenth and fifteenth centuries. The sixteenth century, court and

religious poetry. The seventeenth century, reform in poetry, the lyric element in the work of the classic writers. The eighteenth century, the end of classicism. The nineteenth century, romantic poetry, Parnassian poetry, contemporary poetry. MISS ALLEN

42-43. Development of the French Novel.

Prerequisite: French 30-31. Monday, Wednesday, Friday, 11:00.

Origin of prose fiction in the middle ages. General tendencies of seventeenth century fiction. The eighteenth century; the novel as a study of society. The historical novel of the nineteenth century. The tendency of contemporary fiction. MISS ALLEN

61. The Teaching of French.

Monday, Wednesday, Friday, 1:45.

Reports and discussion of methods. Consideration of modern language texts. Modern Language Journal read and discussed. Review of grammar. MISS ALLEN

IX. German

CATHERINE ALLEN, *Professor*

The requirements for a minor are 4-5, 6-7, 10-11.

4-5. Elementary German.

A course intended to give students an opportunity to begin the study of German and to acquire a practical knowledge of the language. Credit: two units or six semester hours. Tuesday, Thursday, Saturday, 11:00.

Grammar, prose composition, drill in phonetics, reading of short stories and plays by modern writers, conversation, dictation. Emphasis on German life, culture, and geography.

6-7. Elementary German.

Prerequisite: One year of German. Credit: two units or six semester hours. Tuesday, Thursday, Saturday, 9:30.

Study of grammar continued. Reading, prose composition, and conversation. Themes in simple German based upon texts read. Aims to encourage appreciation of the language and of the civilization.

10-11. German Literature.

A course presupposing a good knowledge of German grammar and the ability to understand simple German. Credit: six semester hours. Wednesday, Friday, 12:00.

Introduction to German literature. Outline of the history of German literature. Reading of selected dramas and poems of Lessing, Schiller, and Goethe, with a study of their lives.

Grammar, composition, and conversation continued.

20-21. German Lyric Poetry.

Three hours a week. Prerequisite: German 10-11.

Development of German lyric poetry from the earliest period to contemporary poetry.

German conversation, one hour. Conversation based on subjects connected with modern Germany, its life, customs, and institutions. An opportunity to acquire fluency and accuracy in the use of the language, a good working vocabulary, and much valuable information.

X. History

SAMUEL GAYLE RILEY, *Professor*
LILLIAN PARKER WALLACE, *Assistant Professor*
ALICE BARNWELL KEITH, *Assistant Professor*

The requirements for a major are 10, 11, 32-33 or 34-35, 42-43, and 6 semester hours elected from other courses in the department.

The requirements for a minor are 10, 11, 32-33 or 34-35, 42-43.

History 10 and 11 are prerequisites for all the other courses in History.

10. Modern European History, 1500-1815.

For freshmen and sophomores. Sec. (*a*), Tuesday, Thursday, Saturday, 8:30; Sec. (*b*), Monday, Wednesday, Friday, 9:30; Sec. (*c*), Tuesday, Thursday, Saturday, 11:00; Sec. (*d*), Monday, Wednesday, Friday, 12:00; Sec. (*e*), Monday, Wednesday, Friday, 1:45.

Conducted by means of informal discussions, occasional hour examinations, and a final examination at the close of the semester. A loose-leaf notebook and a large amount of collateral reading required of each student. STAFF

11. Modern European History since 1815.

For freshmen and sophomores. Hours and methods same as those of course 10. STAFF

20, 21. English History.

Prerequisite: History 10, 11 or an equivalent. Monday, Wednesday, Friday, 8:30. MISS KEITH

22. Ancient History.

Prerequisite: History 10, 11 or an equivalent. Monday, Wednesday, Friday, 1:45.

Designed to meet the needs of the students of the classics, and of those preparing for high school teaching. MRS. WALLACE

25. Medieval European History.

Prerequisite: History 10, 11 or an equivalent. Monday, Wednesday, Friday, 1:45. MRS. WALLACE.

30. European International Relations 1871-1914.

Prerequisite: History 10, 11. A study of European diplomacy in the period before the World War. Tuesday, Thursday, Saturday, 11:00. MRS. WALLACE

31. Recent European History.

Prerequisite: History 10, 11 or an equivalent. Tuesday, Thursday, Saturday, 11:00. MRS. WALLACE

32, 33. American History.

Prerequisite: History 10 and 11. A survey course designed to meet the needs of students who are preparing to teach in the grades. Tuesday, Thursday, Saturday, 12:00. MISS KEITH

34. Political and Social History of the United States to 1789.

Prerequisite: History 10, 11. A survey of the political and social development of the Colonial and Revolutionary periods. Tuesday, Thursday, Saturday, 9:30. MR. RILEY

35. Political and Social History of the United States, 1789-1865.

Prerequisite: History 10, History 11, and History 32, 33 or History 34. A continuation of History 34. Tuesday, Thursday, Saturday, 9:30.

MR. RILEY

42. Political and Social History of the United States since 1865.

Prerequisites: History 32, 33 or History 34 and History 35. A continuation of courses 34 and 35. Sec. (*a*), Monday, Wednesday, Friday, 11:00; Sec. (*b*), Monday Wednesday, Friday, 12:00. Required of students whose major is History.

MR. RILEY

43. Studies in the Social History of the United States, 1829-1861.

Prerequisite: History 32, 33 or History 34, 35. Hours same as course 42.

MR. RILEY

46. National Government of the United States.

Prerequisite: History 34, 35 or an equivalent. Monday, Wednesday, Friday, 1:45.

MISS KEITH

47. State and Local Government in the United States.

Prerequisite: History 34, 35 or an equivalent. Monday, Wednesday, Friday, 1:45.

MISS KEITH

60. Teaching of History.

For seniors majoring in History. Tuesday, Thursday, Saturday, 12:00.

(Also described as Education 60 H. Credit in Education.)

MRS. WALLACE

XI. Home Economics

Ellen Dozier Brewer, *Professor*
Jennie M. Hanyen, *Associate Professor*

The requirements for a major are 24 semester hours of work in Home Economics, 18 semester hours of which shall be courses numbered 30 or over and taken at Meredith College. There must be as much as 9 semester hours of work in Textiles and Clothing or 12 semester hours of work in Foods. If both Textiles and Clothing and Foods are taken, only one elementary course may be counted toward the major.

The requirements for a minor are 18 semester hours of work in Home Economics, 12 semester hours of which shall be courses numbered 30 or over and taken at Meredith College. There must be at least 9 semester hours of work in Textiles and Clothing or 9 semester hours of work in Foods.

Students majoring in Home Economics with a view to teaching it should include in their course, in addition to the general requirements for the degree, the following courses: In the freshman year, Textiles and Clothing 10; in the sophomore year, Bacteriology, Chemistry 20-21, and Foods and Cookery 20-21; and in the junior and senior years, Physics, Physiology 30-31, Textiles and Clothing 34, Home Nursing, Child Development, Nutrition 30, Foods and Cookery 31, Home Management 40, Home Management Residence, House Planning and Furnishing, Family Relationships 40, Methods of Teaching Home Economics, and 12 hours of Education. These subjects, in addition to meeting the State requirements for an A certificate to teach Home Economics, will complete the major and the minor required by the college. The State Department of Education recommends that students be prepared to teach in two fields. By adding to the above subjects a course in Geography it is possible to secure also an A certificate in General Science.

10-11. Textiles and Clothing.

Six semester hours credit. Lectures: Tuesday, Thursday, 9:30. Laboratory: Sec. (*a*), Monday, 11:00-1:00; Wednesday, 2:45-4:45; Sec. (*b*), Wednesday, Friday, 11:00-1:00.

A course including the psychology of line and color in dress, with emphasis upon clothing suitable for individual types and various occasions. A study of the commercial pattern in the construction

of simple outer and inner garments for self. The use and care of sewing machines. Individual clothing budget. An analysis of textiles to find the relation between fiber, weave, adulteration, finish, cost, and quality. Miss Hanyen

15. Home Appreciation.

Elective for freshmen and sophomores in all courses. Tuesday, Thursday, Saturday, 9:30.

Intended primarily to help students in their adjustment to different kinds of group living. A study of the modern family and its constituent parts, college relationships, responsibility for proper spending of the family income, the individual and family budget, the economics and ethical principles of dress, principles of food selection, and the use of a time schedule under varying conditions.

Miss Brewer

20-21. Foods and Cookery.

Required of sophomores majoring in Home Economics. Open to other sophomores, juniors, and seniors. Six semester hours credit. Lecture: Wednesday, 8:30. Laboratory: Monday, 1:45-3:45; Friday, 1:45-4:45.

A course designed to give a knowledge of the fundamental principles and processes involved in the preparation, preservation, and serving of foods. Attention to menu-making and food costs, and opportunity of serving well-balanced meals at a moderate cost.

Miss Brewer

30. Nutrition.

Prerequisites: Cookery 20-21 and Chemistry 20-21. Three semester hours credit. Lectures: Wednesday, Friday, 12:00. Laboratory: Monday, 11:00-1:00.

A course designed to give a knowledge of the nutritive requirements of the individual throughout the various stages of life. Typical dietaries prepared for persons of different ages and economic conditions. Miss Brewer

31. Foods and Cookery.

Prerequisite: Cookery 20-21. Three semester hours credit. Lecture: Wednesday, 9:30. Laboratory: Monday, 10:00-1:00; Friday, 11:00-1:00.

A course in advanced cooking and meal serving. Food composition and combination studied in connection with the planning,

preparation, and serving of typical meals. Special attention to the economics of the food situation. MISS BREWER

32. Home Cookery.

Elective for juniors and seniors in all courses. Three semester hours credit. Lecture: Tuesday, 1:45. Laboratory: Tuesday, 2:45-4:45; Thursday, 1:45-4:45.

A brief course in food selection, preparation, and service, planned for students majoring in other fields. MISS BREWER

34. Textiles and Clothing.

Prerequisite: Textiles and Clothing 10-11. Three semester hours credit. Lectures: Tuesday, Thursday, 1:45. Laboratory: Tuesday, Thursday, 2:45-4:45.

Advanced work in garment construction. Tailoring. Children's clothing. Remodeling and renovation of materials. Foundation patterns for simple garments drafted to measurements.

MISS HANYEN

35. Home Nursing.

Friday, 1:45.

Prevention of illness in the home. Home care of the sick, including improvised nursing equipment. First-aid work necessary to meet emergencies within the home. MISS HANYEN

37. Child Development.

Monday, Wednesday, 1:45.

A study of the child from infancy through the pre-school period, dealing with pre-natal influence, home environment, and the physical, mental, and emotional development. Opportunity given for the observation of pre-school children. MISS HANYEN

40. Home Management.

Three semester hours credit. Tuesday, Thursday, Saturday, 12:00.

The application of scientific principles to the problems of the modern home-maker. The apportionment of time and of the income, the efficient organization of the household, and economic and social relationships of the family. MISS BREWER

41. House Planning and Furnishing.

Three semester hours credit. Tuesday, Thursday, Saturday, 12:00.

A study of the house plan from the standpoint of convenience and artistic effect. The selection of household furnishings and attractive arrangement of interiors. MISS BREWER

42. Home Management Apartment Residence.

Open to seniors taking a major in Home Economics. Prerequisite or parallel: Home Management 40. Two semester hours credit.

Residence for students in groups of four in the home management apartment for one month. An opportunity for the practical application of the work in other courses in Home Economics, and some experience in the organization and administration of a household.
MISS HANYEN

*[44. Textiles and Clothing.

Prerequisite: Textiles and Clothing 10-11 and Textiles and Clothing 34. Three semester hours credit. Hours to be arranged. Offered in alternate years.

A course including the application of the principles of design and color harmony in dress, with problems modeled on a dress form. The completion of the costume by designing and making of accessories.] MISS HANYEN

60-61. Methods of Teaching Home Economics.

Six semester hours credit. Tuesday, Thursday, Saturday, 8:30.

A study of the methods of teaching Home Economics in high schools. Observation, the making of lesson plans, and supervised teaching. MISS HANYEN

XII. Latin

HELEN PRICE, *Professor*

The requirements for a major are 24 semester hours chosen from 10 through 47.

The requirements for the minor are 18 semester hours chosen from 10 through 47.

* Not given in 1936-1937.

Latin 8-9, if successfully completed in college, may, with the approval of the head of the department, be counted toward a major or minor. Six semester hours of Greek may be counted toward a major.

6-7. Elementary Latin. Reading of simple Latin.
Open to students who offer less than two units of Latin for entrance. Credit: two units or six semester hours. Tuesday, Thursday, Saturday, 8:30.

8-9. Prose Authors and Vergil's Æneid.
Prerequisite: Two units of Latin for entrance or Latin 6-7. Monday, Wednesday, Friday, 1:45.

10. Cicero, De Amicitia, and Catullus. Prose Composition.
Prerequisite: Four units of Latin for entrance or Latin 8-9. Tuesday, Thursday, Saturday, 9:30.

11. Horace, Odes and Epodes.
Hours same as those of course 10.

20. Cicero's Letters. Pliny's Letters.
Elective for sophomores and juniors. Wednesday, Friday, 9:30.

21. Latin Elegiac Poetry.
Elective for sophomores and juniors. Wednesday, Friday, 9:30.

22. Roman Private Life.
Elective for sophomores and juniors. No reading knowledge of Latin required. Monday, 9:30.

23. Roman Religion and Philosophy.
No reading knowledge of Latin required. Monday, 9:30.

*[30. Latin Comedy.
Elective for sophomores and juniors. Monday, Wednesday, Friday, 9:30.]

* Not given in 1935-1936.

*[31. Roman Satire.
Elective for sophomores and juniors. Wednesday, Friday, 9:30.]

*[33. History of Latin Literature.
Elective for sophomores and juniors. No reading knowledge of Latin required. Monday, 9:30.]

*[37. Roman Life and Thought.
Second semester. Monday, Wednesday, Friday, 12:00. Elective for juniors and seniors. No reading knowledge of Latin required.]

41. Vergil, Georgics and Eclogues, Æneid VII-XII.
Elective for seniors. Same hours as 60.

42. Roman Historians.
Elective for juniors and seniors. Wednesday, Friday, 8:30.

43. Lucretius.
Elective for juniors and seniors. Wednesday, Friday, 8:30.

44, 45. Sight-Reading of Latin.
Prerequisite: Latin 10-11. Two hours recitation. One hour credit. Tuesday, Thursday, 1:45.

47. Advanced Latin Composition.
Prerequisite: Latin 60. One hour. Second semester. Hour to be arranged.

60. Teaching of Latin.
Elective for seniors. Monday, Wednesday, Friday, 12:00.

XIII. Greek

HELEN PRICE, *Professor*

The requirements for a minor are 20-21, 30-31, 34, 35.

20-21. Elementary Course.
Open to all students. Monday, Wednesday, Friday, 11:00.

30-31. Plato's Apology. Homer's Iliad.
Prerequisite: Greek 20-21. Monday, Wednesday, Friday, 2:45.

* Not given in 1935-1936.

34-35. Greek Tragedy.

Three hours a week throughout the year. Open to those who have completed Greek 30-31.

*[36. Greek Life and Thought.

First semester. Monday, Wednesday, Friday, 12:00. Elective for juniors and seniors. No reading knowledge of Greek required.]

XIV. Mathematics

ERNEST F. CANADAY, *Professor*
DORIS KATHERINE TILLERY, *Instructor*

The requirements for a major are 24 semester hours, which must include 10-11, 20-21, 30-31.

The requirements for a minor are 18 semester hours.

10. College Algebra.

Sec. (*a*), Monday, Wednesday, Friday, 9:30. Sec. (*b*), Tuesday, Thursday, Saturday, 9:30; Sec. (*c*), Monday, Wednesday, Friday, 1:45. STAFF

TEXT: Hart.

11. Trigonometry.

Sec. (*a*), Monday, Wednesday, Friday, 9:30; Sec. (*b*), Tuesday, Thursday, Saturday, 9:30; Sec. (*c*), Monday, Wednesday, Friday, 1:45.

TEXT: Brink. STAFF

13. Solid Geometry.

Monday, Wednesday, Friday, 2:45.

TEXT: Hawkes, Luby, Touton. MISS TILLERY

†15. Mathematical Principles of Accounting.

Monday, Wednesday, Friday, 9:30. MISS TILLERY

20-21. Plane and Solid Analytic Geometry.

Prerequisite: Course 11. Tuesday, Thursday, Saturday, 11:00.

TEXT: Siceloff-Wentworth-Smith. MR. CANADAY

* Not given in 1935-1936.
† Not counted on a major or minor after 1935-1936.

30-31. Differential and Integral Calculus.

Prerequisite: Course 20-21. Monday, Wednesday, Friday, 11:00.

Text: Hawkes. Mr. Canaday

40. Theory of Equations.

Prerequisite: Course 20-21. Tuesday, Thursday, Saturday, 8:30.

Text: Dickson. Mr. Canaday

41. College Geometry.

Prerequisite: Course 20-21. Tuesday, Thursday, Saturday, 8:30.

Text: Altshiller Court. Mr. Canaday

60. Methods of Teaching Mathematics.

Prerequisite: Course 20-21. Counts as three hours Education. Tuesday, Thursday, Saturday, 9:30.

Review of subject-matter, study of methods involved in high school teaching, investigation of high school texts and materials, reading in mathematical history and current magazines. Miss Tillery

XV. Physics, Astronomy, Geology, Geography

J. Gregory Boomhour, *Professor*
Ethel Evangeline English, *Assistant Professor*

PHYSICS

30-31. General Physics.

For juniors and seniors. Three hours a week. Three hours lecture and recitation and two hours laboratory. Lectures: Monday, Wednesday, Friday, 9:30. Laboratory: Monday, 2:45-4:45.

A study of the elementary fundamental principles of Physics. Lectures, class demonstrations, occasional quizzes, and laboratory work based on mechanics, sound, light, heat, magnetism, and electricity. Special attention given to the explanation of the phenomena of everyday life. Mr. Boomhour

ASTRONOMY

36. General Astronomy.

For juniors and seniors. Three hours a week for the first semester. Tuesday, Thursday, Saturday, 1:45.

An introductory study of the facts and principles underlying the science of astronomy. Two hours a month given to the observation and study of constellations.

TEXT: Todd, *New Astronomy.* MR. BOOMHOUR

GEOLOGY

39. General Geology.

For juniors and seniors. Prerequisite: Chemistry and Biology. Three hours a week for the second semester. Tuesday, Thursday, Saturday, 1:45.

A study of the natural phenomena which affect the earth's structure and topography, and the varied changes that have taken place in plant and animal life. Two hours a month given to field study of quarries and topography.

TEXT: Chamberlin and Salisbury, *Introductory Geology.*
MR. BOOMHOUR

GEOGRAPHY

30. Principles of Human Geography.

Open to sophomores and juniors. Monday, Wednesday, Friday, 1:45.

An introductory world-wide survey of the distribution and characteristics of the elements of the natural environment, with particular reference to the bearing of the natural environment on the economic life of man. MISS ENGLISH

31. Geography of North America.

Open to sophomores and juniors. Monday, Wednesday, Friday, 1:45.

The continent is divided into natural regions, each of which is studied with regard to its physical features, resources, and economic activities. MISS ENGLISH

XVI. Psychology and Philosophy

Florence Marian Hoagland, *Professor*

The requirements for a major are 20, 23, 34 or 35, 44, 45, and 9 semester hours elected from 33, 34, 35, 36, 41, and Education 31.

The requirements for a minor are 20, 23, 35, 44, 45, and 3 semester hours elected from any of the courses listed above.

Psychology 20 is prerequisite to all other courses in psychology.

20, 20*. General Psychology.

Required for the A.B. degree. First semester, 20: Sec. (*a*), Tuesday, Thursday, Saturday, 8:30; Sec. (*b*), Monday, Wednesday, Friday, 9:30; Sec. (*c*), Tuesday, Thursday, Saturday, 9:30; Sec. (*d*), Monday, Wednesday, Friday, 2:45. Second semester, 20*: Sec. (*a*), Tuesday, Thursday, Saturday, 8:30.

23. Experimental Psychology.

Tuesday, Thursday, 9:30. Laboratory to be arranged.

An introduction to typical laboratory problems and methods.

33. Child Psychology.

Tuesday, Thursday, Saturday, 11:00.

A survey of the present knowledge of the psychological development of the child through adolescent years. Discussion of theories and experiments relating to child behavior and mental hygiene.

34. Social Psychology.

Tuesday, Thursday, Saturday, 11:00.

A study of the psychology of social phenomena.

35. Abnormal Psychology and Mental Hygiene.

Tuesday, Thursday, Saturday, 12:00.

A survey of the problems of maladjustment in their relation to normal mental life.

*[36. Applied Psychology.

Tuesday, Thursday, Saturday, 11:00.]

* Not given in 1935-1936.

41. Ethics.

Hours to be arranged.

A study of the development of ethical ideas.

44. History of Ancient and Medieval Philosophy.

Open to juniors and seniors, and to sophomores with permission. Monday, Wednesday, Friday, 8:30.

Special emphasis on Plato and Aristotle.

45. History of Modern Philosophy.

Open to juniors and seniors, and to sophomores with permission. Monday, Wednesday, Friday, 8:30.

Readings from Bacon, Hobbes, Descartes, Spinoza, Locke, Berkeley, Hume, Kant, Hegel, and Schopenhauer.

XVII. Religion

Lemuel Elmer McMillan Freeman, *Professor*
Isaac Morton Mercer, *Associate Professor*

Each student is required to take during her sophomore or junior year three semester hours of Religion from the following: Religion 14, 20, 21, and three from 20, 21, 33, 35, 42, 43, 44, 45.

The requirements for a major are 15 semester hours from 14, 20, 21, 33, 35, 40, 41, 42, 43, 44, 45, and 9 semester hours from other courses. Those who are planning to attend the Training School or Seminary are advised to take most of the last six or twelve hours in courses 30 to 35 and 40 to 45.

The requirements for a minor are 3 semester hours from 14, 20, 21, 3 semester hours from 30, 31, 32, 33, and 6 semester hours from other courses.

11. The Principles of Church Efficiency.

Open to freshmen and sophomores. Monday, Wednesday, Friday, 11:00.

After a brief survey of American Baptist history and distinguishing Baptist principles, attention is directed to methods of promoting the efficiency of local churches.

The various forms of activity in the local church are studied. Attention is given to the organization and work of the W. M. U.,

the B. Y. P. U., the Daily Vacation Bible School, and the Sunday School. Religious surveys, methods of enlistment, evangelism, and the social side of church life are investigated. Mr. Mercer

14. The Life of Christ.

Open to freshmen. It may be offered as a part of the required work in Religion. Tuesday, Thursday, Saturday, 11:00. Mr. Freeman

20. Old Testament History.

Open to sophomores and juniors. Students who offer this as prescribed work are required to complete this course by the end of the junior year. Sec. (*a*), Tuesday, Thursday, Saturday, 8:30; Sec. (*b*), Monday, Wednesday, Friday, 9:30; Sec. (*c*), Tuesday, Thursday, Saturday, 9:30; Sec. (*d*), Monday, Wednesday, Friday, 1:45.

This course gives a brief survey of Old Testament History. It aims to give a knowledge of the history of the Hebrews, the religious and moral ideals of their great leaders, to discover Israel's contribution to human progress, and to prepare the student to appreciate the various forms of Old Testament literature.

Texts: *American Standard Version of the Bible;* Smyth, *How We Got Our Bible.* Mr. Freeman and Mr. Mercer

21. New Testament History.

Open to sophomores and juniors. Students who offer this as prescribed work are required to complete this course by the end of the junior year. Sec. (*a*), Tuesday, Thursday, Saturday, 8:30; Sec. (*b*), Monday, Wednesday, Friday, 9:30; Sec. (*c*), Tuesday, Thursday, Saturday, 9:30; Sec. (*d*), Monday, Wednesday, Friday, 1:45.

The Life of Christ and the History of the Apostolic Age are studied.

Texts: Stevens and Burton, *A Harmony of the Gospels;* Burton, *Records and Letters of the Apostolic Age.*

Mr. Freeman and Mr. Mercer

*[24. Religious Education.

Tuesday, Thursday, Saturday, 11:00.

This course is a general introduction to Religious Education, particular attention being given to its principles and institutions.

TEXT: Price, *An Introduction to Religious Education.*]

MR. FREEMAN

*[25. Sunday School Teaching.

Tuesday, Thursday, Saturday, 11:00.

The teaching methods of Jesus are studied and compared with methods now in use. Considerable time is given to lesson construction. Opportunity is given for visiting some of the Raleigh Sunday Schools.] MR. FREEMAN

26, 27. Missions.

Open to sophomores and juniors. Monday, Wednesday, Friday, 12:00.

In this course the Biblical ground for missions, the history of missions, and the various forms of Southern Baptist mission work carried on at home and abroad are studied. MR. MERCER

*[30. Old Testament Interpretation.

Prerequisite: Religion 20. Monday, Wednesday, Friday, 1:45.

Selections from the prophetical writings are used in the course.]

*[31. New Testament Interpretation.

Prerequisite: Religion 21.]

*[32. Old Testament Interpretation.

Prerequisite: Religion 20. Monday, Wednesday, Friday, 1:45.

Selections from the poetical writings of the Old Testament are used in this course. Considerable time is spent on the Book of Job.]

MR. FREEMAN

34. Christian Doctrines.

Open to juniors and seniors. Monday, Wednesday, Friday, 11:00.

This is a brief course in what is commonly called theology. In it are studied the fundamental teachings of God's Word concerning

* Not given in 1935-1936.

God himself, His existence, nature and activities, man and sin, salvation and the kingdom of God, the Church, and the future life.

MR. MERCER

*[35. Biblical Literature.

Open to sophomores, juniors, and seniors. Monday, Wednesday, Friday, 1:45.

Representative selections from both the Old and the New Testament are studied as literature. Attention is given to the circumstances under which the various kinds of literature were produced. Emphasis is placed on reading the Bible for understanding and appreciation.] MR. FREEMAN

40. Pre-Reformation Church History.

Tuesday, Thursday, Saturday, 12:00.

This course covers the history of Christianity from the close of the Apostolic Age to the time of the Reformation. After a survey of the field covered by the course, attention is given to the influence of outstanding persons and the growth of ecclesiastical institutions. Lectures, parallel reading, and class discussion. MR. FREEMAN

41. Church History from the Beginning of the Reformation to the Present.

Tuesday, Thursday, Saturday, 12:00.

The influences leading to the Reformation and its religious, political, moral, and intellectual results are considered. Religious development from the Reformation to the present is traced, special attention being given to the rise of the principal denominations and the influence of representative leaders.] MR. FREEMAN

*[42. Theism.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 9:30.

The various arguments for the existence of God are considered, and an effort is made to understand philosophically the relation between God and the world. Lectures, parallel reading, and class discussion.] MR. FREEMAN

* Not given in 1935-1936.

*[43. The History of Religion.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 9:30.

The most important religions of the past and present are studied with a view to understanding their principal teachings and influence.] MR. FREEMAN

*[44. Christian Ethics.

Open to juniors and seniors. Monday, Wednesday, Friday, 12:00.

The moral principles of Christianity are studied with reference to present-day social problems.] MR. FREEMAN

*[45. Present-day Religious Problems.

Open to juniors and seniors. Monday, Wednesday, Friday, 12:00.

Several of the most important tendencies of religion are studied. Opportunity is given for considerable reading.] MR. FREEMAN

XVIII. Physical Education

GERTRUDE ROYSTER SORRELL, *Director*
MARIAN WARNER, *Assistant Director*

All students when entering college are given a physical examination by the resident physician and physical director. If this should show reason why a student should not take the regular work, then special exercises adapted to her needs will be prescribed for her. A special examination is required before a student is entered for the heavy field sports.

On the college grounds are courts for tennis, basketball, volleyball, hockey, and archery. At the close of the interclass basketball and hockey games, letters are awarded to the best players. A handsome silver loving cup is also offered yearly to the team winning in an interclass basketball contest. To the champion of the interclass tennis tournament letters are awarded. The athletics committee of the faculty, with the physical director and the assistant director, has control of all field sports.

A new uniform, at moderate price, has been adopted, and students are advised to wait until they arrive at college before they provide

* Not given in 1935-1936.

themselves with an outfit. The suit selected by the department is economical and is the standard uniform.

Resident students are required to take two hours a week of Physical Education. Seniors who have credit for six semester hours are allowed optional attendance. The credit for physical education is not counted as a part of the 120 semester hours required for the degree. Students who desire credit for physical education will be allowed two semester hours of credit for each of the three courses, 10-11, 20-21, 30-31 completed at Meredith, and the number of semester hours required for a degree will be increased according to the number of semester hours of physical education counted.

As far as possible, students are organized in classes according to the number of years that they have had the work. Students are graded in physical education on the basis of faithfulness, punctuality, and efficiency.

In each course offered the chief aims are to improve the general health, to train and cultivate habits of good posture, to develop flexibility and coördination, and to stress the recreational side of all sports and gamés.

10-11. Physical Education.

Corrective gymnastics, posture training, fundamental rhythms, and folk dancing. Team and individual sports, games of low organization, and moderate sports for those who should not take the more active work.

20-21. Physical Education.

Prerequisite: 10-11. Corrective gymnastics, posture training, rhythms, folk dancing. Team and individual sports. A course in rhythm movements may be elected by a limited number taking this course.

30-31. Physical Education.

Prerequisite: 10-11, 20-21. Corrective gymnastics and posture training, rhythms and folk dancing. Team and individual sports. A course in rhythm movements may be elected by a limited number taking this course.

60-61. Methods and Materials for Teaching Physical Education.

Elective for a limited number of juniors and seniors. Two semester hours credit allowed by the State Department for those who apply for a Primary Certificate or a Grammar Grade Certificate.

A course including story plays, singing games, rhythmic plays, schoolroom and playground games, educational and corrective gymnastics, and folk dances. Instruction given in outdoor sports, hockey, basketball, and tennis. A notebook required. This course may be substituted for one year of the required work in Physical Education. It is arranged to meet the increasing demands for teachers of general subjects who are qualified to assist in physical education in the public schools.

Department of Music

Leslie P. Spelman, *Professor*
May Crawford, *Associate Professor*
Charlotte Elizabeth Armstrong, *Associate Professor*
Ethel M. Rowland, *Associate Professor*
Aileen McMillan, *Acting Assistant Professor*
Ragna Ottersen, *Assistant Professor*
Pauline Wagar, *Assistant Professor*
Virginia Branch, *Instructor*

The courses in the Department of Music fall into four principal groups, namely: courses in history and appreciation designed primarily as cultural courses for students not specializing in music, courses in teaching methods designed to prepare for work as a teacher of music (in the public schools or as a private teacher), courses in theory and composition designed to furnish a solid background for the understanding and interpretation of the greatest music as well as to develop to the fullest the creative ability of the individual, and courses in singing and playing leading to artistic performance. The importance of supplementing a musical education by a liberal cultural education is now more than ever before realized. While it is true that there are those who have attained success in music with little or no cultural background, they are the exceptions, and most eminent musicians have been persons of liberal education, for the understanding and appreciation of music are governed to a large extent by the understanding and appreciation of life. For this reason the literary requirements for entrance and graduation with the major in music are considered very essential and made an important part of the total requirements for a degree.

Admission to Classes

A. *Literary Requirements.*

For admission to the freshman class a candidate must offer fifteen units of the entrance requirements for the A.B. degree.

For a detailed description of these courses see pages 24-28. A unit represents four one-hour recitations or five forty-five–minute recitations a week throughout a secondary school year, and is estimated to be equivalent to one-fourth of the work in one year in the high school.

Every candidate for a degree must offer:

English	4 units
French or German	2 units
*Electives	9 units
Total	15 units

B. *Musical and Technical Requirements.*

Students are graded in music according to the quality as well as the quantity of work done, and therefore on entering are classified only tentatively until the value of their entrance music can be determined. Students are assigned to teachers according to their needs and abilities, and resident students may study only with teachers engaged by the college.

1. *For admission with the major in piano* a student should be able to play:

(a) All scales and arpeggios, major and minor, through four octaves, parallel motion, at a moderate tempo.

(b) Several studies of the difficulty of: Duvernoy Op. 120, Bertini Op. 100, Czerny Op. 636, Jensen "25 Piano Studies," Heller Op. 46, Gurlitt Op. 54.

(c) A sonata of the difficulty of Mozart *Sonata in C major,* Haydn *Sonata in C major,* Beethoven Sonatas Op. 49, Nos. 1 and 2.

*Any required or elective subjects allowed for entrance to the A.B. course may be offered (see page 23); also a half-unit or a unit in the Theory of Music will be accepted, according to the amount of time given to the work.

(d) Lighter pieces of the difficulty of Tschaikowsky *Song of the Lark,* Schytte *Witches' Revel,* Schubert *Scherzo in B flat,* Merkel *Butterfly.*

2. *For admission with the major in organ* a student should be able to play one or more of the *Eight Short Preludes and Fugues* of Bach as well as lighter pieces by Dubois, Guilmant, Smart, and other composers. A few talented students who have never studied organ, but who are well prepared in piano, may be admitted without previous study of the organ, at the discretion of the instructor.

3. *For admission with the major in voice* a student should possess a good natural voice and a correct musical ear. Some knowledge of the piano will be found helpful and will reduce the time to be devoted to piano as a secondary subject. In general, applicants for admission with the major in voice will be expected to sing several songs, for at least one of which they should play their own accompaniment.

4. *For admission with the major in violin* a student should have theoretical and practical knowledge of all positions and all bowings, and should be able to play all major and minor scales through two octaves, at moderate tempo. In addition, etudes of the difficulty of Laoureux Book II, Mazas Op. 36, Kayser Op. 20; pieces by Bohm, Dancla, Bériot, Raff, and other composers; and a movement from a sonata or simple concerto should be offered. Some knowledge of the piano will be found helpful and will lessen the time to be devoted to piano as a secondary subject.

5. *For admission with a major in violoncello,* a student should have a good general musical foundation, and show sufficient talent for the instrument.

6. *For admission with the major in public school music* a student should give evidence of having taken enough work in

piano or voice, or both, to be able to complete in four years the requirements for the degree with the major in public school music.

7. *For admission with the major in composition* a student should possess a sensitive musical ear and should present enough original work to satisfy the instructor that she can pursue the course with profit.

Conditioned Students

Freshmen must offer fifteen units and are not allowed any conditions in literary subjects. Freshmen must remove all conditions in practical music by the end of the first semester.

Sophomores may have conditions not exceeding three hours, but only a slight condition in practical music will be allowed. Sophomores must remove all conditions in practical music by the end of the first semester.

Juniors and seniors may be conditioned to the extent of three hours in their theoretical and literary work, but no student will be rated as a junior or senior if conditioned in her major subject.

Irregular Students

Those who cannot meet the entrance requirements in practical music, but who offer fifteen entrance units, including three in English and two in French or German, may be classed as irregular students in music.

Requirements for Graduation

To be entitled to a degree of Bachelor of Science in Piano, Organ, Violin, Violoncello, Composition, Voice, or Public School Music as major, the student, in addition to the fifteen units offered for entrance, must have satisfactorily completed the course as outlined on pages 92-97 of the catalogue, and with the major in Piano, Organ, Violin, Violoncello, or Voice must have given a public recital of standard works from memory in

a creditable and artistic manner. Graduates in Violin, Violoncello, Composition, Voice, and Public School Music must have completed sufficient work in piano to satisfy the requirements for Secondary Piano. Graduates in Composition must have had a program of their works performed at the college in lieu of a graduation recital.

In Piano, Organ, Violin, or Violoncello the requirements are forty-eight semester hours of literary work, thirty-six semester hours of theoretical work, and thirty-eight semester hours of practical music. In Composition the requirements are the same, except that a student may substitute not more than eight semester hours of additional theoretical work for the same amount of work in practical music, at the discretion of her major professor.

In Voice the requirements are forty-eight semester hours of literary work, twenty-six semester hours of theoretical work, thirty-eight semester hours of practical music, and ten semester hours of either literary or theoretical courses as outlined on pages 94-95.

In Public School Music the requirements are forty-eight semester hours of literary work, sixty-six hours of theoretical and practical music, and eight semester hours chosen from either group as outlined on pages 96-97.

A student counting theoretical music as a major toward the B.S. degree must complete Solfeggio 16.0-17.0, Harmony 10.0-11.0, Music History 20.1-21.1, and enough other theoretical work to total not less than 12 hours. A student counting Practical Music as a major toward the B.S. degree will be expected to accompany this work by such theoretical courses as the head of the department may deem advisable.

Each student is required to take approximately forty-five hours of work a week, and no student may take more than forty-eight hours of work a week except by action of the committee on prescribed and extra work.

During the regular examination week at the end of each semester all students majoring in the department take an examination before the college music teachers, and are graded accordingly.

Equipment

Five grand pianos, forty upright pianos, a large three-manual organ, a two-manual and pedal reed organ, a pedal piano, and numerous orchestral instruments furnish thorough equipment for efficient teaching.

Students' Recitals

Students' recitals are held once a week, at which all music students are required to be present, and in which they are required to take part when requested to do so by their teachers.

Freshmen and sophomores majoring in piano, organ, voice, violin, or violoncello will appear in recital at least once each semester, except that freshmen may be excused the first semester. Juniors will be heard at least twice each semester, and seniors at the discretion of their major professors. Students may give individual recitals at the discretion of their major professors, after receiving the sanction of the head of the department.

Concerts

One of the most important parts of a musical education, as well as one of the best sources of inspiration for hard work, is the hearing of concerts by eminent artists. The college appropriates a substantial fund to bring musicians as well as lecturers to the campus, and many opportunities are thereby afforded for hearing the best music well performed. In addition, the Raleigh Civic Music Association and other organizations frequently bring artists to Raleigh for recitals, which music students can usually arrange to attend. Also, there are in Raleigh many excellent musical organizations that in their programs give opportunity to hear the finest choral and instrumental

works. Members of the faculty of the Department of Music, too, are very active as recitalists, and the Faculty Concerts* given throughout the college year include works from all schools of composition, and for organ, piano, violin, violoncello, voice, and combinations of these instruments, and are a very important part of the life of the college.

Supplies

The college maintains a supply store at which students may purchase the music and supplies needed in their studies, thus avoiding any delay in getting them. The college does not grant students credit, but those who wish the convenience of a charge account may deposit any desired sum of money with the store with the understanding that the amount not used in the purchase of supplies will be returned at the end of the year.

*Programs of these concerts may be obtained upon application to the Professor of Music.

Outline of Course Leading to Degree of Bachelor of Science, with the Major in Piano, Organ, Violin, Violoncello, or Composition

FRESHMAN YEAR

Subjects	Semester Hours
*English 10-11	6
*†French or German 10-11	6
*History 10-11	6
*Elementary Harmony 10.0-11.0	4
Solfeggio 16.0-17.0	2
Practice	8
Total hours	32

SOPHOMORE YEAR

*English 20-21	6
*†Religion 20-21 or 22-23	6
*Advanced Harmony 20.0-21.0	4
Solfeggio 26.0-27.0	2
Music History 20.1-21.1	4
Practice	8
Total hours	30

*Each hour of recitation is supposed to require two hours of preparation.

†French or German must be continued in college two years unless French 10-11 or German 10-11 is completed during the freshman year.

JUNIOR YEAR

Subjects	Semester Hours
*¶Literary Elective	6
Counterpoint 30.0-31.0	4
Solfeggio 36.0-37.6	2
**Pedagogy 34.6-35.6 or 36.6-37.6	4
†Musical Electives	4
§Practice	10
Total hours	30

SENIOR YEAR

*¶Literary Electives	12
§Musical Electives	6
‡Practice	12
Total hours	30

*Each hour of recitation is supposed to require two hours of preparation.

**Students majoring in Composition may substitute other theoretical courses for Pedagogy.

†Courses which may be elected in the junior year are Teaching Methods, 20.6-21.6, 30.6-31.6, 32.6-33.6. Ensemble, 30.3-31.3, or 34.3-35.3. Music History, 40.1 or 41.1 (by special consent of the instructor). Chamber Music 40.3-41.3 (by special consent of the instructor).

‡Students majoring in Composition must take Composition 40.0-41.0, and may substitute eight hours, or any desired number less, of Composition seminar work for practical music.

§Courses which may be elected in the senior year are Composition, 40.0-41.0; Advanced Solfeggio, 46.0-47.0; Music History, 40.1; Interpretation, 41.1; The Symphony, 43.1; Chamber Music, 40.3-41.3.

¶Electives may be chosen from any required or elective subject in any department. Those expecting to teach are advised to elect Education. Music students electing a subject from the Music department as a second major may substitute four semester hours of Music History for A.B. electives.

Outline of Course Leading to Degree of Bachelor of Science, with the Major in Voice

FRESHMAN YEAR

Subjects	Semester Hours
*English 10-11	6
*†Language 10-11	6
*History 10-11	6
*Elementary Harmony 10.0-11.0	4
Solfeggio 16.0-17.0	2
Practice Voice and Piano	8
Total hours	32

SOPHOMORE YEAR

*English 20-21	6
¶*Religion 20-21 or 22-23	6
*Advanced Harmony 20.0-21.0	4
Solfeggio 26.0-27.0	2
¶Music History 20.1-21.1	4
Practice Voice and Piano	8
Total hours	30

*Each hour of recitation is supposed to require two hours of preparation.

†French or German must be continued two years in college, unless French 10-11 or German 10-11 is completed during the freshman year.

¶Students able to take 16 hours a semester may leave Music History until their junior year and take a language their sophomore year. A few students may be allowed to postpone taking Religion until their junior year in order to take a language their sophomore year.

JUNIOR YEAR

Subjects	Semester Hours
*‡Literary Elective	6
*Counterpoint 30.0-31.0	4
Solfeggio 36.0-37.0	2
*§Theoretical or Literary Electives	8
Practice Voice and Piano (if the piano requirements are not yet completed)	10
Total hours	30

SENIOR YEAR

‡*Literary Electives	12
§*Theoretical or Literary Electives	6
Practice Voice (and piano if so advised by the major professor)	12
Total hours	30

*Each hour of recitation is supposed to require two hours of preparation.

‡Electives may be chosen from any required or elective subject in any department. Those expecting to teach are advised to elect Education. Music students electing a subject from the Music department as a second major may substitute four semester hours of Music History for A.B. electives.

§Four hours of theoretical electives must be taken either during the junior or senior year in order to complete the degree requirements of 26 theoretical hours. For theoretical electives available see the outline of the course with the major in piano, organ, violin, violoncello, or composition.

Outline of Course Leading to Degree of Bachelor of Science, with the Major in Public School Music

FRESHMAN YEAR

Subjects	Semester Hours
*English 10-11	6
*†Language 10-11	6
*History 10-11	6
*Elementary Harmony 10.0-11.0	4
Solfeggio 16.0-17.0	2
‡Practice Piano	8
Total hours	32

SOPHOMORE YEAR

*English 20-21	6
*Religion 20-21 or 22-23	6
*Advanced Harmony 20.0-21.0	4
Solfeggio 26.0-27.0	2
§Wind Instruments 26.5-27.5	2
‡Practice Piano and Voice	10
Total hours	30

*Each hour of recitation is supposed to require two hours of preparation.

†French or German must be continued in college two years, unless French 10-11 or German 10-11 is completed during the freshman year.

‡Students in Public School Music are required to complete Secondary Piano and at least six hours of Voice. Those completing their Voice and Piano requirements before the junior or senior year may elect any other courses in practical music upon the advice of their major professor.

§ Violin class 36.5-37.5 may be taken in the sophomore year and Wind Instruments 26.5-27.5 during the senior year.

JUNIOR YEAR

Subjects	Semester Hours
*Literary Elective	6
*Psychology 20, Psychology 31	6
*Counterpoint 30.0-31.0	4
Solfeggio 36.0-37.0	2
Music History 20.1-21.1	4
Grade School Methods 38.6-39.6	4
‡Practice	6
Total hours	32

SENIOR YEAR

*Education 32, Elective	6
*Pedagogy 34.6-35.6 or 36.6-37.6	4
Junior High School Methods 42.6	2
Senior High School Methods 43.6	1
Violin Class 36.5-37.5	2
Conducting 40.6 Orchestration 41.6	4
Directed Teaching	4
Musical Electives	5
Total hours	28

*Each hour of recitation is supposed to require two hours of preparation.

‡Students in Public School Music are required to complete Secondary Piano and at least six hours of Voice. Those completing their Voice and Piano requirements before the junior or senior year may elect any other courses in practical music upon the advice of their major professor.

Courses in Music

A. Theoretical Courses

10.0-11.0. Theory, Elementary Harmony.

Required of freshmen majoring in music. Credit: two hours each semester. Wednesday, Friday, 12:00.

A course beginning with scales, intervals, and chord formation. Harmonizing melodies and figured basses on paper and at the keyboard through the dominant seventh chord and inversions. Original work encouraged, and the student taught to think contrapuntally.

Text: Heacox-Lehmann, *Lessons in Harmony.* MISS WAGAR

16.0-17.0. Solfeggio and Musicianship.

Required of freshmen majoring in music. Credit: one hour each semester. Tuesday, Thursday, Saturday, 8:30.

A study of all phases of music through sight-singing and dictation, beginning with very easy exercises and proceeding gradually to those involving complex rhythms and careful interpretation. A laboratory course meeting three times a week for one hour and requiring no preparation.

Book fee: $1.00 upon first registration. MISS OTTERSEN

10.6. Voice Class.

Credit: one semester hour. Monday, Wednesday, Friday, 2:45.

A course in the fundamentals of Voice production, designed to give students intending to teach in the public schools a foundation for the study of sight-singing and public school music.

MISS OTTERSEN

11.6. Public School Music for Grade School Teachers.

Prerequisite: 10.6. Credit: two semester hours. Monday, Friday, 2:45.

A study of the methods of presenting music to children in the grades. Designed to meet the needs of the regular grade school teacher. MISS OTTERSEN

20.0-21.0. Advanced Harmony and Form.

Prerequisite: Harmony 10.0-11.0. Required of sophomores majoring in music. Credit: two hours each semester. Tuesday, Thursday, 11:00.

A continuation of Harmony 10.0-11.0. Secondary seventh chords, altered chords, modulation, dominant ninth chords, non-harmonic tones. Original work and keyboard harmony as in 10.0-11.0. A study of Form in Music by the analysis of many compositions.

TEXTS: The same as for Harmony 10.0-11.0, with the addition of Lehmann, *Form in Music.*

MR. SPELMAN

26.0-27.0. Solfeggio and Musicianship.

Prerequisite: Solfeggio 16.0-17.0. Required of sophomores in music. Credit: one hour each semester. Monday, Wednesday, Friday, 11:00.

A continuation of Solfeggio 16.0-17.0, using the same methods and text. More advanced work, including a study of the 1st, 3d, and 4th lined C clefs as well as the G and F clefs studied in Solfeggio 16.0-17.0.

MISS WAGAR

20.1-21.1. The History of Music.

Prerequisites: English 10-11 and History 10-11. Required of students majoring in music. Credit: two hours each semester. Tuesday, Thursday, Saturday, 8:30.

First Semester: A detailed study of the history of music from primitive times to the end of the sixteenth century.

Second Semester: Continued study from the beginning of the seventeenth century to the present, with a critical analysis of instrumental and vocal masterpieces of all periods.

TEXT: Pratt, *History of Music.*

MISS ARMSTRONG

23.2. Appreciation of Music.

Credit: Two hours. Monday, Wednesday, Friday, 8:30.

A course adapted to the needs of the general college student who wishes to obtain a better understanding of music as an element of liberal culture and to develop the power of listening intelligently. No technical knowledge required. Not open to Music majors. Open to sophomores, juniors, and seniors.

MR. SPELMAN

26.5-27.5. Wind Instrument Class.

Required of sophomores in Public School Music. Credit: one hour each semester. Hours to be arranged.

A practical study of the technique of at least two wind instruments. One class lesson and 3 hours practice per week.

Fee: $7.50 per semester. MISS WAGAR

30.0-31.0. Counterpoint.

Prerequisite: Harmony 20.0-21.0. Required of juniors majoring in music. Credit: two hours each semester. Monday, Wednesday, 9:30.

A continuation of the work of Harmony 20.0-21.0. Strict counterpoint in all five species in two, three, and four parts. Composition in the simpler classic forms. Canon. Composition of motets and anthems in four parts and of a three-part fugue. Free composition as in all other courses, with emphasis on the extensions of the rules of strict counterpoint which lead to smooth part writing in a free style.

TEXTS: Kitson, *The Art of Counterpoint*, and Pearce, *Students' Counterpoint.* MR. SPELMAN

36.0-37.0. Solfeggio and Musicianship.

Prerequisite: Solfeggio 26.0-27.0. Required of juniors majoring in music. Credit: one hour each semester. Tuesday, Thursday, Saturday, 9:30.

A continuation of the work of Solfeggio 26.0-27.0, involving a study of all the clefs and difficult exercises in one, two, and three parts. Special attention is given to harmonic dictation in four parts.

MISS WAGAR

36.5-37.5. Violin Class.

Required of seniors in Public School Music. Credit: one hour each semester. Hours to be arranged.

A practical study of the violin for Public School Music majors. One class lesson and three hours practice per week.

Fee: $7.50 per semester. MISS ARMSTRONG

34.6-35.6. The Teaching of Piano.

Required of majors in piano. Credit: two hours each semester. Tuesday, Thursday, 8:30.

Methods of teaching to children notation, piano technique, elements of theory, rhythm and ear training, with a systematic study of material suitable for beginners of all ages, as well as more advanced students. Observation and directed teaching under the supervision of the instructor.

Miss Crawford and Miss Branch

36.6-37.6. The Teaching of Stringed Instruments.

Required of majors in violin and violoncello. Credit: two hours each semester. Wednesday, Friday, 8:30.

A short résumé of the history of stringed instruments, their construction and literature. Methods of teaching children notation, elements of theory, ear-training, left-hand technique, bowing technique; good tone production; systematic study of material for pupils of all grades of advancement; the correcting of defects in pupils who have been previously badly taught; and other problems that face the teacher. Observation and directed teaching under the supervision of the instructor.

Miss Armstrong

30.3-31.3. Piano Ensemble.

Credit: one hour each semester. Hours to be arranged.

A study of the standard symphonies and overtures through four- and eight-hand arrangements for piano, with special attention to sight-reading, rhythm, quick adjustment to the artistic needs of the moment, and poise on the part of the players. A laboratory course meeting for three hours a week and requiring no preparation.

Miss McMillan

34.3-35.3. Stringed Instrument Ensemble.

Credit: one hour each semester. Hours to be arranged.

A study of the standard overtures and symphonies in arrangements for strings, and strings and piano. Special attention given to sight-reading and rhythm as in Ensemble 30.3-31.3. A laboratory course meeting for three hours a week and requiring no preparation.

Fee: $7.50 per semester. Miss Armstrong

38.6. Materials and Methods of Teaching Music in the Kindergarten and Lower Grades.

Prerequisite: Solfeggio 16.0-17.0 or Voice class 10.6. Required of juniors in Public School Music. Credit: two hours. The first semester, Tuesday, Thursday, 1:45.

A study of the various texts in use in the kindergarten and first three grades, the use of songs and dances, rhythmic studies for children. Planning the work in the classroom and for the year, methods of interesting children in music. Selection and presentation of rote songs, the child voice in singing, the unmusical child, introduction of staff notation and the beginning of music reading; directed listening. MISS OTTERSEN

39.6. Materials and Methods of Teaching Music in the Higher Grades.

Required of juniors in Public School Music. Credit: two hours. The second semester. Tuesday, Thursday, 1:45.

A detailed study of the texts in use in the fourth, fifth, and sixth grades; further development of music reading, introducing the tonal and rhythmic problems common to these grades.

MISS OTTERSEN

40.0-41.0. Composition and Orchestration.

Prerequisite: Counterpoint 30.0-31.0. Credit: two hours each semester. Hours to be arranged.

Composition in the larger forms for voice, chorus, individual instruments, and combinations of instruments, following largely the inclination of the individual student. A thorough study of all the orchestral instruments and the making of arrangements and composition for full orchestra. Two recitations and one conference a week. MR. SPELMAN

46.0-47.0. Advanced Solfeggio.

Prerequisite: Solfeggio 36.0-37.0. Credit: one hour each semester. Hours to be arranged.

A study of very difficult solfeggio and difficult harmonic and melodic dictation, leading to the reading and visualization of difficult scores. Three periods a week, with no preparation.

MR. SPELMAN

40.1. Interpretation.

Credit: two hours. Monday, Wednesday, 8:30.

Designed to enable students to understand and interpret the work of all periods and styles through a knowledge of the esthetic principles involved in their development. An attempt to understand the real thoughts and emotions of musical compositions through a detailed study not only of the life and character of the composer, but also of the forms of expression peculiar to him and his time. Special attention to the study of musical ornamentation, appoggiatura, acciaccatura, turns, mordents, and trills. An analysis of compositions studied by different members of the class, enabling the whole class to gain a wider knowledge of musical literature than each alone is able to acquire. Miss Crawford

41.1. Wagner and His Music Dramas.

Credit: two hours. Wednesday, Friday, 1:45.

A detailed study of the life and works of Richard Wagner, with emphasis on his contribution to the development of modern music. Miss Armstrong

44.1. The Development of the Symphony.

Credit: two hours. Wednesday, Friday, 1:45.

The history of the symphony with a detailed study of several works and sufficient hearing of about a dozen outstanding works so that the student becomes very familiar with them. The styles of different composers and the development of orchestration emphasized. Mr. Spelman

40.3-41.3. Chamber Music.

Credit: one hour each semester. Hours to be arranged.

A practical study of the classical and modern works of chamber music from the easy sonatas of Haydn and Mozart through trios, quartets, and quintets by Beethoven, Mendelssohn, Schubert, Schumann, Brahms, Franck, and others. A laboratory course meeting for three hours a week. Miss Wagar

40.6. Conducting.

Credit: two hours. Tuesday, Thursday, 2:45.

Essentials in conducting, baton technique. A study of hymns, standard anthems, and church music in general. Practical experience in conducting in the college choir. Mr. Spelman

41.6. Orchestration.

Required of students majoring in Public School Music. Credit: three hours. Tuesday, Thursday, 2:45.

A study of the instruments of the orchestra. Arranging music for various groups of instruments and for full orchestra.

MISS WAGAR

42.6. The Teaching of Music in the Junior High School.

Required of majors in Public School Music. Credit: two hours. The first semester, senior year. Wednesday, Friday, 12:00.

A study of the texts in use in the seventh, eighth, and ninth grades. The adolescent voice and its care; testing and classification of voices.

MISS OTTERSEN

43.6. The Teaching of Music in the Senior High School.

Required of majors in Public School Music. Credit: one hour. The second semester, senior year. Wednesday, 12:00.

The organization and conduct of a high school department of music. Songs and texts suitable for high school use.

MISS OTTERSEN

48.6-49.6. Observation and Directed Teaching.

Observation and directed teaching arranged in the public schools of Raleigh and in the rural schools of Wake County. A practical application of all that has been learned in the methods courses previously taken.

MISS OTTERSEN AND STAFF

1. Choir.

Credit: two hours for three years work.

A requirement for all students majoring in music. An opportunity for studying the best music and of frequent appearance in public. Attendance of members of the Choir required at all rehearsals and concerts, which always include a concert of Christmas music during the Christmas season, a service on Founders' Day, and a concert during Commencement week. At the discretion of the director, membership in the Choir is open to students not majoring in music who possess good voices.

2. Orchestra.

Once a week during the second semester.

An opportunity given the students to play in an orchestra, to hear their own arrangements performed, and to gain experience in conducting.

3. Criticism Class.

A class meeting once a week in which students criticise one another's work. Attendance required of any student of practical music at the discretion of the teacher.

Any teacher may require his or her students in practical music to attend a criticism class once a week, where the students perform for one another and criticise one another's work.

B. Practical Courses

All courses in practical music require three hours practice per week for each semester hour credit, and for every three semester hours credit, or fraction thereof, a student must take not less than one lesson a week, of at least a half-hour duration, throughout the semester. No student is permitted to take more than eight semester hours of practical music in any one semester. The work in practical music is adjusted to suit the needs of each individual student, but in general follows the outline of the following courses:

Piano

Miss Crawford, Miss McMillan, Miss Branch

10.5-11.5. Freshman Piano.

Studies of the difficulty of Czerny Op. 299, Loeschorn Op. 66; Bach *Two-Part Inventions;* sonatas of the difficulty of Haydn in D major, Mozart in F major; the easier *Songs Without Words* of Mendelssohn, *Lyric Compositions* by Grieg, and other pieces of similar difficulty.

20.5-21.5. Sophomore Piano.

Etudes of the difficulty of Cramer *Selected Studies*, Heller Op. 45, Low *Octave Studies;* Bach *Three-Part Inventions;* sonatas of the difficulty of Beethoven Op. 14, Nos. 1 and 2; pieces by MacDowell, Chaminade, and other composers.

30.5-31.5. Junior Piano.

Etudes of the difficulty of Clementi *Gradus ad Parnassum*, Heller Op. 16, Kullak Op. 48, No. 2; Bach *French Suites, Well Tempered Clavichord;* sonatas of the difficulty of Beethoven Op. 10, No. 2, Op. 26, Op. 27, No. 1; concertos by Godard, Mozart; pieces by Chopin, Schubert, Schumann, and others, including modern composers.

40.5-41.5. Senior Piano.

Etudes of the difficulty of Chopin Op. 10 and Op. 25, and Rubinstein *Etudes;* Bach *Well Tempered Clavichord;* sonatas of the difficulty of Beethoven Op. 28, Op. 53, Op. 57; concertos by Beethoven, Rubinstein, Weber, Mendelssohn, Grieg, MacDowell, Liszt, Rachmaninoff, and others; pieces by Chopin, Liszt, Rubinstein, and others, including modern composers.

Secondary Piano.

At least two years of piano as a secondary subject, a creditable appearance in a student recital, and the ability to play single accompaniments at sight required of students majoring in Organ, Violin, Violoncello, Voice, Composition, or Public School Music. No student allowed to discontinue Secondary Piano until she has satisfied the director and the head of the Piano Department that she has fulfilled the requirements.

Organ

12.5-13.5. Freshman Organ.

Manual and pedal technique; Bach *Eight Short Preludes and Fugues;* short pieces involving the fundamentals of registration and use of the expression pedals; hymn playing. Students beginning organ usually take half their work in organ and half in piano.

22.5-23.5. Sophomore Organ.

Bach *Preludes and Fugues* of the first master period, *Choral Preludes;* sonatas by Guilmant, Mendelssohn; simpler works of the modern schools.

32.5-33.5. Junior Organ.

Bach, smaller works of the mature master period, selected movements from the *Trio Sonatas* and *Concertos;* sonatas by Guilmant, Mendelssohn, Borowski, Lemmens, Rheinberger, and others; pieces by classic and modern composers.

42.5-43.5. Senior Organ.

Bach, larger works of the mature master period; compositions of Franck; symphonies of Widor, Vierne; compositions of the modern French, English, German, and American schools.

Violin

Miss Armstrong

14.5-15.5. Freshman Violin.

Thorough study of bowing and left-hand technique; Laoureux *Etudes*, Bk. II; Mazas Op. 36; concertos by De Bériot and Accolay; sonatinas by Schubert.

24.5-25.5. Sophomore Violin.

Scales and arpeggios in three octaves; Mazas *Etudes Specialis*, Kreutzer *Etudes;* sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

34.5-35.5. Junior Violin.

Technical work continued; Etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

44.5-45-5. Senior Violin.

Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

4.5-5.5. Elementary Violin.

A course in elementary violin for those who wish to obtain a working knowledge of a stringed instrument as a secondary subject. Six hours practice per week for each semester hour credit. Maximum credit four semester hours. Not to be counted as required work in practical music, but only as an elective.

Violoncello

Miss Wagar

16.5-17.5, 26.5-27.5, 36.5-37.5, 46.5-47.5.

In accordance with the modern development of the 'cello as a solo instrument, the student is required to complete a course of technical preparation equal to that required by the highest standards of violin technic. For graduation, the study of etudes by Grützmacher, Dupont, and Franchomme will have been required and music of the difficulty of the Zolterman, Saint-Saëns, and earlier Beethoven sonatas.

Voice

Miss Rowland, Miss Ottersen

18.5-19.5. Freshman Voice.

Position and poise of the body, breath control; studies by Seiber and Vaccai supplemented by technical exercises for freedom and the development of tone production, the simpler songs from classical and modern composers.

28.5-29.5. Sophomore Voice.

Technical work of the freshman year continued; staccato and legato exercises; English and Italian diction; studies by Vaccai and Concone; moderately difficult songs by Schubert, Franz, Massenet, and representative American composers; easier solos from the oratorios.

38.5-39.5. Junior Voice.

More advanced technique; vocalizations by Concone; Lütgen, and others; French and German diction; songs by composers of classical and representative American composers; easier solos from the oratorios.

48.5-49.5. Senior Voice.

Technical work continued; classic and modern oratorio and opera; Italian, French, German, and English songs.

Commencement, 1934

KYLE M. YATES, D.D., PH.D.
Baccalaureate Sermon, Missionary Sermon

BERNERD C. CLAUSEN, D.D.
Literary Address

Degrees and Diplomas Awarded to the Class of 1934

Allen, Blanche, A.B. ..... Cary
Ammons, Kathleen, A.B. ..... Mars Hill
Andrews, Mary Gilmer, A.B. ..... Marion, Md.
Arnette, Josephine, B.M. ..... Raleigh
Bailey, Pauline, A.B. ..... Burnsville
Bale, Dixie Lee, A.B. ..... Canmer, Ky.
Ballentine, Jewel, A.B. ..... Varina
Barham, Esther Winifred, A.B. ..... Selma
Barker, Evelyn King, A.B. ..... Leaksville
Benthall, Claire, A.B. ..... Woodland
Bird, Ruth, A.B. ..... Raleigh
Blalock, Katherine, A.B. ..... Oxford
Briggs, Eliza, A.B. ..... Raleigh
Byrd, Amorette, A.B. ..... Hamlet
Carr, Grace, A.B. ..... Washington, D. C.
Coppedge, Elizabeth, A.B. ..... Wake Forest
Cotner, Pansy Bee, A.B. ..... Raleigh
Creath, Mary, A.B. ..... Woodsdale
Creech, Jessica, B.S. ..... Ahoskie
Crowder, Gwendolyn, A.B. ..... Raleigh
Cummings, Mary Florence, A.B. ..... Reidsville
Davis, Dorothy, A.B. ..... Wake Forest
Davis, Katherine, Art ..... Winston-Salem
Davis, Magdalyn, A.B. ..... Wilmington
DeWeese, Mildred, A.B. ..... Salisbury
Dobson, Helen, B.S. ..... Wilmington
Early, Annie Lucile, A.B. ..... Windsor
Elkins, Annie Lillian, B.S. ..... Whiteville
Everett, Margaret Shields, A.B. ..... Greenville
Farris, Catherine, A.B. ..... Raleigh

Farris, Virginia, A.B. ..... Raleigh
Gaddy, Geraldine, A.B. ..... Albemarle
Garnett, Virginia, A.B. ..... Savannah, Ga.
Garner, Ruby, B.S. ..... Newport
Gilleland, Kathleen, A.B. ..... Statesville
Gilliam, Alice, A.B. ..... Statesville
Gray, Frances, A.B. ..... LaGrange
Hayes, Mary Catherine, A.B. ..... Mullins, S. C.
Hester, Margaret, A.B. ..... Roxboro
Hicks, Katherine, A.B. ..... Rocky Mount
Hocutt, Catherine Pearl, A.B. ..... Burgaw
Hocutt, Louise, A.B. ..... Burgaw
Honeycutt, Lena, B.S. ..... Raleigh
Howard, M. Stewart, A.B. ..... Roseboro
Hudson, Virginia, A.B. ..... Cascade, Va.
Irvin, Jane, A.B. ..... Shelby
Lawrence, Grace, A.B. ..... Apex
LeGrand, Elizabeth, A.B. ..... Shelby
Lineberry, Doris, A.B. ..... Raleigh
Little, Irene, A.B. ..... Raleigh
Lockhart, Adelaide, A.B. ..... Durham
Lovelace, Sally, A.B. ..... Pinetops
Luther, Mary Decie, B.S. ..... Apex
McCourry, Valeria Ruth, A.B. ..... Day Book
McManus, Frances, A.B. ..... Gibson
Mann, Virginia Dare, A.B. ..... Raleigh
Miller, Emily, A.B. ..... Raleigh
Minor, Cora, A.B. ..... Winston-Salem
Mitchell, Viola Margaret, A.B. ..... Youngsville
Mitchiner, Marie, A.B. ..... Franklinton
Mitchiner, Sallie, A.B. ..... Garner
Morgan, Isabel Robeson, A.B. ..... Raleigh
Mullis, Hattie, A.B. ..... Morganton
Parker, Jane, A.B. ..... Macon
Parker, Mary Lois, A.B. ..... Woodland
Perry, Mildred Ethel, A.B. ..... Wingate
Phelps, Grace, A.B. ..... Mocksville
Powell, Annie Vee, A.B. ..... Middlesex
Ricks, Sledge, A.B. ..... Whitakers
Robertson, Ruth, A.B. ..... Wendell
Rozar, Eleanor, A.B. ..... Raleigh

Simpson, Jean, A.B. ..... Madison
Sorrell, Mildred, B.S. ..... Cary
Squires, Ruamie, A.B. ..... Wake Forest
Talton, Grace, B.S. ..... Clayton
Tatem, Miriam, A.B. ..... Reidsville
Thomas, Louise, B.S. ..... Ramseur
Thornton, Vara Lee, A.B. ..... Dunn
Tilghman, Margaret, A.B. ..... Raleigh
Turlington, Louise, A.B. ..... Salemburg
VanLandingham, Mary Bess, A.B. ..... Scotland Neck
Vernon, Sarah Elizabeth, A.B. ..... Burlington
Viccellio, Nancye Blair, A.B. ..... Chatham, Va.
Vinson, Marion, A.B. ..... Raleigh
Wallace, Martha, A.B. ..... Clayton
Warren, Marguerite, B.S. ..... Dunn
Washburn, Zellah, A.B. ..... Kingston, Jamaica, B.W.I.
Whittington, Margaret, B.S. ..... Snow Hill
Wilson, Miriam Grizzelle, A.B. ..... Durham
Wray, Carolyn, A.B. ..... Gastonia
Yates, Ella Lee, A.B. ..... Landrum, S. C.

Register of Students

Senior Class

Allgood, Janie Mildred, B.S.....Roxboro
Atkins, Sarah Cornelia, A.B.....Sanford
Ayscue, Lucy Evelyn, A.B.....Buie's Creek
Bailey, Doris, A.B.....Raleigh
Baker, Dorothy Lucille, A.B.....Zebulon
Ballance, Evelyn, A.B.....Maple
Barker, Anna Maybelle, A.B.....Fuquay Springs
Barker, Elizabeth, A.B.....Leaksville
Bowden, Edith, A.B.....Burlington
Brantley, Elizabeth, A.B.....Spring Hope
Brooks, Minnie, A.B.....Greenville
Bryan, Alice Rosy, A.B.....Garner
Butler, Norine, A.B.....Clinton
Cabaniss, Vernie Louise, A.B.....Shelby
Caudle, Margaret Virginia, A.B.....Onley, Va.
Coleman, Sarah, A.B.....Raleigh
Cooper, Essie Campbell, A.B.....Salemburg
Correll, Nellie Louise, B.M.....Raleigh
Crabtree, Sarah, A.B.....Raleigh
Crutchfield, Evelyn, A.B.....Woodsdale
Davis, Margaret Priestly, A.B.....Wake Forest
Dent, Dorothy, A.B.....Allentown, Pa.
Edwards, Marion Hayes, A.B.....Mullins, S. C.
Eighme, Garnette, A.B.....Raleigh
Evans, Lucille, A.B.....Statesville
Farris, Estelle, A.B.....Raleigh
Faulkner, Hazel Evelyn, B.S.....Kinston
Forney, Mamie Lou, A.B.....Lawndale
Foster, Elberta Joyner, A.B.....Littleton
Fowler, Evelyn Rochelle, A.B.....Tabor
Fox, Sarah, A.B.....Morristown, Tenn.
Freeman, Gladys, A.B.....Wendell
Frye, Elizabeth, A.B.....Eufola
Garrison, Caroline, A.B.....Raleigh
Gore, Arabella, A.B.....Raleigh
Green, Margaret Evelyn, A.B.....Millbrook
Haynes, Caroline, A.B.....Waynesville

Hilliard, Mary Lee, A.B. ..... Morrisville
Holcomb, Jessie Ella, A.B. ..... Asheville
Horton, Mozelle, A.B. ..... Wendell
Huffman, Flora Ellen, A.B. ..... Connelly Springs
Jackson, Luna Pearl, B.S. ..... Middleburg
Johnson, Mrs. Charlotte Gammage, A.B. ..... Raleigh
Johnson, Meredith, A.B. ..... Mount Olive
Kee, Alma Virginia, A.B. ..... Seaboard
Killian, Katherine Applewhite, A.B. ..... Newton
Koontz, Genola Virginia, A.B. ..... Winston-Salem
Lassiter, Jean McDade, A.B. ..... Wilson
Ledford, Esther Maye, B.S. ..... Glen Alpine
Lee, Elizabeth Denmark, B.S. ..... Florence, S. C.
Levine, Edith, A.B. ..... Estill, S. C.
Lilley, Eleanor Ruth, A.B. ..... Raleigh
McCarter, Miriam Dean, A.B. ..... Wake Forest
McLean, Mary Elizabeth, A.B. ..... Bartow, Fla.
Mangum, Willie Carol, A.B. ..... Monroe
Marshburn, Mae Octavia, A.B. ..... Wallace
Martin, Louise Allen, B.S. ..... Lexington
Martin, Mabel Margaret, B.S. ..... Apex
Matthews, Laura Vance, A.B. ..... Rose Hill
Mohn, Miriam, A.B. ..... New Bern
Moore, Margaret C., A.B. ..... Clinton
Moore, Mildred Elizabeth, B.M. ..... Pageland, S. C.
Morgan, Jessie Lois, A.B. ..... Dunn
Morgan, Ruth Virginia, A.B. ..... Andrews
Moseley, Catherine Mason, A.B. ..... Warrenton
Mussinan, Thelma, A.B. ..... Roselle Park, N. J.
Nichols, Loretta Mae, A.B. ..... Greensboro
Norwood, Virginia Elizabeth, A.B. ..... Raleigh
Parker, Reba, A.B. ..... Marion
Paschall, Louise Virginia, A.B. ..... Reidsville
Pender, Ruth McWhorter, B.M. ..... Raleigh
Phillips, Dorothy, A.B. ..... Cary
Poe, Inez, A.B. ..... Apex
Poplin, Elizabeth, B.S. ..... Rockingham
Privott, Kathryn Elizabeth, A.B. ..... Edenton
Robbins, Grace Virginia, A.B. ..... Winnabow
Robertson, Pearl, A.B. ..... Knightdale
Rubenstein, Alice, A.B. ..... Raleigh

Ruffin, Mary Etta, A.B. ..... Ellerbe
Sears, Mary Helen, A.B. ..... Morrisville
Sexton, Vera, A.B. ..... Rocky Mount
Shaver, Mabel Louise, A.B. ..... Taylorsville
Smith, Mary Griselda, A.B. ..... Jackson Hill
Sorrell, Dixie, A.B. ..... Cary
Squires, Hildreth Memory, A.B. ..... Wake Forest
Staples, Virginia, A.B. ..... Ridgecrest
Stroud, Bertha Mae, A.B. ..... Kinston
Thomas, Madge Elizabeth, B.S. ..... Micaville
Tucker, Ruth Elizabeth, A.B. ..... Reidsville
Turner, Nancy Josephine, B.M. ..... Clinton
Underwood, Elizabeth Grey, A.B. ..... Roseboro
Weatherspoon, Mabel Stuart, A.B. ..... Raleigh
Weeks, Undine, A.B. ..... Enfield
Whitaker, Meredith, A.B. ..... Andrews
Wright, Ruth Witt, A.B. ..... Richmond, Va.
Yost, Margaret Willene, A.B. ..... Kannapolis

Junior Class

Adams, Christine, A.B. ..... McColl, S. C.
Allen, Nancy, A.B. ..... Wadesboro
Andrews, Alice, A.B. ..... Raleigh
Andrews, Dorothy, A.B. ..... Marion, Md.
Andrews, Eleanor, A.B. ..... Clayton
Andrews, Ruth, A.B. ..... Marion, Md.
Averette, Mildred, A.B. ..... Wake Forest
Banks, Annie Mae, A.B. ..... Raleigh
Binder, Nina, A.B. ..... Mount Airy
Bishop, Martha, A.B. ..... Inman, S. C.
Bland, Sonora, A.B. ..... Goldsboro
Boswell, Hazel, A.B. ..... Burlington
Bradsher, Ann, A.B. ..... Roxboro
Brewer, Mary Ann, A.B. ..... Pittsboro
Buffaloe, Blanche, A.B. ..... Garner
Bunn, Nancy Elizabeth, A.B. ..... Raleigh
Byrd, Ina Mae, B.S. ..... Erwin
Calloway, Frances, B.S. ..... Concord
Castlebury, Henrietta, A.B. ..... Raleigh
Chandler, Mary Candys, A.B. ..... Durham
Cheek, Novelle, A.B. ..... Durham

Colvard, Clara, A.B. ..... Reddies River
Covington, Pauline, A.B. ..... Hoffman
Cox, Julia, B.S. ..... Mars Hill
Crutchfield, Dorothy, A.B. ..... Albemarle
Dark, Mary Bynum, A.B. ..... Louisburg
Davidson, Elisabeth, A.B. ..... Raleigh
Davis, Beverly, A.B. ..... Wilmington
Derby, Christine Underwood, B.S. ..... Fayetteville
Dockery, Dorothy, A.B. ..... Mount Gilead
Eakes, Mabel Virginia, A.B. ..... Oxford
Early, Miriam, A.B. ..... Winston-Salem
Eaton, Mildred, A.B. ..... Charlotte
Finlator, Dorothy, A.B. ..... Raleigh
Fuller, Ida, A.B. ..... Louisburg
Futrelle, Bertha Mae, A.B. ..... Henderson
Gaskins, Melba, A.B. ..... Spring Hope
Gillespie, Geneva, A.B. ..... Florence, S. C.
Glass, Annie Laurie, A.B. ..... New Hill
Green, Ethelyn, A.B. ..... Zebulon
Green, Mary Winston, A.B. ..... Raleigh
Gregory, Marjorie, A.B. ..... Angier
Hamilton, Rena Pearl, A.B. ..... Morehead City
Helsaback, Annie Louise, A.B. ..... King
Hines, Margaret, A.B. ..... Manteo
Honeycutt, De Lette, B.S. ..... Kannapolis
Hudson, Josephine, A.B. ..... Knoxville, Tenn.
Jacobs, Elizabeth, A.B. ..... Scottsboro, Ala.
Jones, Frances, A.B. ..... Apex
Jones, Mary Elizabeth, A.B. ..... Cary
Knowles, Margaret, A.B. ..... Mount Olive
Lambert, Virginia, B.S. ..... Asheboro
Lanier, Esther Mae, B.S. ..... Wallace
Lawson, Mary Elizabeth, A.B. ..... South Boston, Va.
Lines, Katherine, A.B. ..... Goldsboro
Lowe, Agnes, A.B. ..... Mullins, S. C.
Luper, Gladys, A.B. ..... Rocky Mount
McMillan, Mary Johnson, A.B. ..... Thomasville
McNeil, Minnie Ruth, A.B. ..... Elkin
Marshbanks, Mae, A.B. ..... Buie's Creek
Matthis, Sallie, A.B. ..... Salemburg
Melton, Helen, A.B. ..... Hendersonville

Morgan, Ruth Ricks, A.B.....Spring Hope
Morris, Ira Frances, B.S.....Statesville
Nester, Roberta, A.B.....Cranberry
Odum, Christine, A.B.....Coats
Ogletree, Virginia, A.B.....Roanoke Rapids
Park, Elizabeth, A.B.....Raleigh
Parker, Helen Frances, A.B.....Woodland
Parker, Lucille, A.B.....Marion
Patterson, Mildred Dell, A.B.....Elm City
Pegram, Edna Lee, A.B.....Raleigh
Penny, Violet Genevieve, A.B.....Chalybeate
Perry, Jessie Mae, A.B.....Wingate
Perry, Lucy Mae, A.B.....Raleigh
Perry, Mary Pauline, A.B.....Winston-Salem
Reid, Alma Hawkins, B.S.....Winston-Salem
Riley, Martha Ann, A.B.....Douglaston, N. Y.
Rivers, Helen, A.B.....New Bern
Rodwell, Elizabeth, A.B.....Warrenton
Rollins, Virginia, A.B.....Alexandria, Va.
Rose, Norma, A.B.....Wadesboro
Ross, Isabelle, A.B.....Nashville
Ruffin, Helen, A.B.....Raleigh
Sams, Ella Katherine, A.B.....Marshall
Sears, Mary Roselle, A.B.....Morrisville
Shields, Faye Memory, A.B.....Scotland Neck
Shipman, Dorothy Mae, A.B.....Raleigh
Sloan, Susan Emma, A.B.....Morganton
Stallings, Evelyn, A.B.....Spencer
Stallings, Margie, A.B.....Durham
Taylor, Annie Mae, A. B.....Oxford
Tolar, Helen Gray, A.B.....Rennert
Tuthill, Irene, A.B.....Jamaica, N. Y.
Tyson, Dorothy Olive, A.B. .....Georgetown, S. C.
Wall, Pauline, A.B.....Mars Hill
Ward, Ruth Alice, A.B.....Elizabeth City
Warren, Ida Leane, A.B.....Spring Hope
Wells, Gladys, A.B.....Mount Olive
Whitley, Flossie Mavis, A.B.....Selma
Williams, Hilda, A.B.....Lexington
Williams, Veritas, A.B.....Raleigh

Sophomore Class

Abernethy, Jane, A.B. ..... Reidsville
Abernethy, Ruth Ray, A.B. ..... Raleigh
Alexander, Phyllis, A.B. ..... Thomasville
Allgood, Lisette, B.S. ..... Roxboro
Andrews, Margaret, A.B. ..... Raleigh
Aydlette, Eleanor, A.B. ..... Elizabeth City
Banadyga, Julia Alice, A.B. ..... Burgaw
Barrett, Ruby McKay, A.B. ..... Laurinburg
Baucom, Anna Elizabeth, A.B. ..... Apex
Benton, Margaret, A.B. ..... Apex
Bethea, Flora Kate, A.B. ..... Latta, S. C.
Biggs, Sarah Elizabeth, A.B. ..... Lumberton
Blanchard, Margaret, A.B. ..... Rose Hill
Blount, Sadie Leigh, A.B. ..... Zebulon
Bodiford, Margaret, A.B. ..... Maxton
Bowers, Carrie, A.B. ..... Littleton
Brewer, Sue, A.B. ..... Wake Forest
Browne, Dorothy Dean, A.B. ..... Ahoskie
Bullard, Margaret, A.B. ..... Raleigh
Cannady, Catherine, A.B. ..... Kinston
Carroll, Mary Fort, A.B. ..... Wilson
Cashwell, Grace Neal, B.S. ..... Laurinburg
Cates, Mary Edlee, A.B. ..... Burlington
Cates, Esther Lucile, A.B. ..... Mebane
Choate, Nell, A.B. ..... Salisbury
Coleman, Cornelia, A.B. ..... Richmond, Va.
Collins, Sarah Virginia, A.B. ..... Asheville
Covington, Kate, A.B. ..... Cheraw, S. C.
Cowan, Cynthia Jane, A.B. ..... Knoxville, Tenn.
Coward, Isla Mae, A.B. ..... Oxford
Dame, Olive, A.B. ..... Fort Pierce, Fla.
Davis, Annie Pauline, A.B. ..... Winston-Salem
Davis, Margaret Lucille, B.S. ..... Winston-Salem
Dawkins, Edna Frances, A.B. ..... Morganton
Dobson, Mary Elizabeth, A.B. ..... Flushing, N. Y.
Early, Eleanor, A.B. ..... Windsor
Earp, Elsie, A.B. ..... Selma
Ebbs, Frances, A.B. ..... Asheville
Edwards, Eleanor Lane, A.B. ..... Cary

Ellis, Celia Bland, A.B.....Star
Farris, Anna Louise, A.B.....Raleigh
Foster, Dorothy Naomi, A.B.....Knoxville, Tenn.
Goodman, Alice Marion, A.B.....Raleigh
Green, Mary Elizabeth, A.B.....Drexel
Griffin, Sarah, A.B.....Pittsboro
Hackney, Nina Bland, A.B.....Raleigh
Harris, Frances, A.B.....Elizabeth City
Harris, Mary Elizabeth, A.B.....Elkin
Hawes, Sudie, A.B.....Rose Hill
Heatherly, Helen, A.B.....Raleigh
Heatherly, Rose, A.B.....Raleigh
Hilliard, Helen Montague, A.B.....Norfolk, Va.
Hilliard, Laura Mae, A.B.....Cary
Hite, Faith, A.B.....Elizabeth City
Hodges, Amelia, A.B.....Cades, S. C.
Hodgin, Dorothy Russell, A.B.....Greensboro
Hollowell, Annabelle, A.B.....Elizabeth City
Hoye, Emily, A.B.....New Haven, Conn.
Huffman, Mary Helen, A.B.....Drexel
Huffman, Pearl, A.B.....Morganton
Johnson, Elizabeth, A.B.....Raleigh
Johnson, Natalie, A.B.....Morehead City
Josey, Martha, A.B.....Tarboro
Joyner, Martha Halis, A.B.....Rocky Mount
Kester, Gwendolyn, A.B.....Wilmington
Kichline, Betty, A.B.....Raleigh
Knott, Ethel, A.B.....Oxford
Kramer, Margaret, A.B.....Elizabeth City
Lee, Rose, A.B.....Kinston
Leonard, Rachel Ailyn, A.B.....Raleigh
Lewis, Mary Elizabeth, A.B.....Ajo, Arizona
Lowdermilk, Dorothy, B.S.....Valdese
McCorkle, Eloise, A.B.....Winston-Salem
McKaughan, Marjorie, A.B.....Wake Forest
McKnight, Elizabeth, A.B.....Raleigh
McMillan, Mary Fay, A.B.....Soochow, China
Malloy, Katherine, A.B.....Yanceyville
Manly, Corine, A.B.....Goldsboro
Martin, Mary Katherine, A.B.....Raleigh
Meigs, Dorothy, B.S.....Polkton

Messenger, Martha, A.B.....Port Washington, N. Y.
Money, Elizabeth, A.B.....Madison
Moody, Elizabeth, A.B.....Raleigh
Moon, Doris, A.B.....Washington, D. C.
Nowell, Ruth Ann, B.S.....Cary
Nye, Mataline, B.S.....Lumberton
Pearson, Ruby Sears, A.B.....Apex
Perry, Ella Ruth, A.B.....Colerain
Phelps, Virginia, A.B.....Raleigh
Pittman, Florence, A.B.....Scotland Neck
Pittman, Frances, A.B.....Kinston
Pittman, Martha Kyle, A.B.....Fairmont
Poe, Ophelia, A.B.....Durham
Porter, Grace, A.B.....Rockingham
Powell, Zudie Frances, A.B.....Winston-Salem
Prevost, Dorothy, A.B.....Raleigh
Privott, Ruth, A.B.....Edenton
Reynolds, Virginia, A.B.....Raleigh
Rivers, Ada Lee, A.B.....Chesterfield, S. C.
Rudisill, Susan, A.B.....Greenwood, S. C.
Sale, Margaret, A.B.....Elkin
Saunders, Ruth, A.B.....Reidsville
Sawyer, Mary Florence, A.B.....Belcross
Sawyer, Zita, A.B.....Belcross
Sears, Ruth, A.B.....Morrisville
Shearin, Ida Mae, A.B.....Rocky Mount
Shuford, Katherine, A.B.....Lexington
Sloan, Helen, A.B.....Durham
Smith, Ruth Barnes, A.B.....Goldsboro
Sorrell, Gaynelle, A.B.....Raleigh
Sparks, Carolyn, A.B.....Raleigh
Thomasson, Betty, A.B.....Danville, Va.
Tilley, Pauline, A.B.....Raleigh
Wallace, Marion, A.B.....Raleigh
Walters, Mary Cathren, A.B.....Hester
Watkins, Alyne, A.B.....Andrews
Wilson, Addie Belle, A.B.....High Point
Wilson, Marjorie, A.B.....Winston-Salem

Freshman Class

Aldridge, Kathryn, A.B. ..... LaGrange
Allen, Bonnie, A.B. ..... Cary
Arnold, Olene, B.S. ..... Jonesville
Autry, Elease, A.B. ..... Southport
Aycock, Edna, B.S. ..... Fremont
Aydlette, Caroline, A.B. ..... Elizabeth City
Bailey, Frances Evelyn, A.B. ..... Charlotte
Banks, Mary, A.B. ..... Washington, D. C.
Bass, Frances, A.B. ..... Goldsboro
Bass, Hazel, A.B. ..... Farmville
Bass, Waldine, A.B. ..... Lucama
Bell, Mary Elizabeth, A.B. ..... Washington, N. C.
Bethune, Emily Marie, B.S. ..... Bun-Level
Betts, Grace Evelyn, A.B. ..... Raleigh
Bingham, Margaret, A.B. ..... Charlotte
Bodiford, Wilma, A.B. ..... Maxton
Bradsher, Emily, A.B. ..... Roxboro
Bridger, Julia Vann, A.B. ..... Bladenboro
Britt, Evelyn, B.S. ..... St. Paul
Broughton, Mildred, A.B. ..... Raleigh
Brown, Lucy Lee, A.B. ..... Dunn
Brown, Nannie Margaret, A.B. ..... Warrenton
Bruton, Alice, A.B. ..... Mount Gilead
Bryan, Helen, A.B. ..... Wake Forest
Buffaloe, Vivian, A.B. ..... Garner
Bullard, Elizabeth, A.B. ..... Raleigh
Burkett, Maebelle, A.B. ..... Kelford
Burton, Mary A., A.B. ..... Edenton
Cale, Agnes, A.B. ..... Hendersonville
Calhoon, Effie Ray, A.B. ..... Columbia
Carraway, Hilda, A.B. ..... Goldsboro
Carrol, Marie, A.B. ..... Apex
Clarke, Margaret Love, A.B. ..... Monroe, Ga.
Combs, Virginia, A.B. ..... Raleigh
Compton, Agnes, A.B. ..... Mebane
Compton, Salena, A.B. ..... Mebane
Cook, Sadie, A.B. ..... Zebulon
Copeland, Louise, A.B. ..... Woodland
Covington, Katherine, B.S. ..... Thomasville

Critcher, Hattie Lou, A.B. ..... Raleigh
Cross, Ruby, A.B. ..... Holly Springs
Currin, Julia, A.B. ..... Henderson
Curtis, Dora, A.B. ..... Wilson
Daniel, Louise, B.S. ..... Pleasant Hill
Davis, Jean, B.S. ..... Winston-Salem
Davis, Mildred, A.B. ..... Pendleton
Dawson, Norma Lee, A.B. ..... Wilmington
Delamar, Elsie, A.B. ..... Wilmington
Derby, Lottie Louise, A.B. ..... Fayetteville
Dowd, Lydia, A.B. ..... Willow Springs
Dowell, Lillian, A.B. ..... Raleigh
Dunn, Jeanette, A.B. ..... Scotland Neck
Edwards, Helen, A.B. ..... Fuquay Springs
Elliott, Elizabeth, A.B. ..... Edenton
Emery, Haliburton, A.B. ..... Raleigh
Ford, Dorothy Ann, A.B. ..... Knoxville, Tenn.
Foster, Ann, A.B. ..... Knoxville, Tenn.
Foster, Dorothy Margaret, A.B. ..... Louisburg
Fowler, Flora, A.B. ..... Tabor
Garrett, Mirvine, A.B. ..... Greensboro
Garris, Frances, A.B. ..... Pikeville
Glasgow, Alice Mae, A.B. ..... Roanoke Rapids
Gravitte, Ella Sue, A.B. ..... Roxboro
Grayson, Margaret, A.B. ..... High Point
Gregory, Marie, A.B. ..... Angier
Gruver, Betty Jean, A.B. ..... Weaverville
Gupton, Lillian, A.B. ..... Raleigh
Hair, Myrtle Pearce, A.B. ..... Columbia, S. C.
Hall, Madeline, A.B. ..... Woodsdale
Hanson, Marie, A.B. ..... Shanghai, China
Harris, Adelaide, A.B. ..... Norwood
Haywood, Dorothy, A.B. ..... Candor
Hensley, Virginia, A.B. ..... Pinehurst
Herring, Irene, B.S. ..... Mount Olive
Herring, Nonie, A.B. ..... Kinston
Hines, Doris, A.B. ..... Mount Olive
Hinton, Marie, B.S. ..... Jacksonville
Hocutt, Sadie, A.B. ..... Zebulon
Holden, Mary Patrick, A.B. ..... Snow Hill
Horne, Dorothy, A.B. ..... Wilson

House, Jocelyn, B.S. ..... Zebulon
Howard, Dorothy, A.B. ..... Weldon
Hughes, Lillian, A.B. ..... Tabor
Hunnicutt, Frances, A.B. ..... Monroe
Jackson, Bernice, A.B. ..... Dunn
Jackson, Lucy, A.B. ..... Tampa, Fla.
Jackson, Lula Mae, A.B. ..... Spring Hope
Jenkins, Mary Elizabeth, A.B. ..... Suitland, Md.
Jennings, Betty, A.B. ..... Thomasville
Johnson, Olive, A.B. ..... Apex
Jones, Ethel Sorrell, A.B. ..... Cary
Jones, Lucille, A.B. ..... Concord
Keith, Janie, B.S. ..... Neuse
Koontz, Lorene, A.B. ..... Winston-Salem
Lane, Ione, A.B. ..... Pinetops
Lanier, Margaret, A.B. ..... Wallace
Lee, Willie Mae, A.B. ..... Cary
Lehman, Donna, A.B. ..... Raleigh
Lightfoot, Jean, A.B. ..... Raleigh
Love, Nancy, B.S. ..... Elizabeth City
Luther, Rachael, A.B. ..... Liberty
McClammy, Louise, B.S. ..... Wilmington
McCrea, Nettie, A.B. ..... Asheville
McLean, Ruth, A.B. ..... Bartow, Fla.
Massey, Sadie, A.B. ..... Smithfield
Maxwell, Kittie, A.B. ..... Fayetteville
Mayo, Mary Frances, A.B. ..... Reidsville
Melton, Thelma, A.B. ..... Hendersonville
Mettrey, Nellie, A.B. ..... Raleigh
Miller, Elsie, A.B. ..... Winston-Salem
Mills, Cora Lee, A.B. ..... Apex
Mills, Evelyn, Margaret, A.B. ..... Charlotte
Mills, Mary Frances, A.B. ..... Durham
Mills, Wilba, A.B. ..... Apex
Moore, Blois, A.B. ..... Raleigh
Moore, Eleanor, A.B. ..... Gastonia
Moore, Katherine K., A.B. ..... Oxford
Morton, Jean, A.B. ..... Roxboro
Motte, Helen, A.B. ..... Wilmington
Nanney, Elizabeth, A.B. ..... Mount Gilead
Neighbors, Ernestine, A.B. ..... Dunn

Neville, Hazel, A.B. ..... Weldon
Newby, Jennie Reid, A.B. ..... Thomasville
Newlin, Margaret, A.B. ..... Randleman
Nichols, Margaret, A.B. ..... Greensboro
O'Brian, Margaret, A.B. ..... Wilmington
Oldham, Minnie Morgan, A.B. ..... Burlington
Olive, Frances, A.B. ..... Apex
Overton, Annie Laurie, B.S. ..... Sanford
Parker, Caroline, A.B. ..... Florence, S. C.
Parker Elizabeth, B.S. ..... Marion
Parker, Mary, A.B. ..... Enfield
Parnelle, Mary L., B.S. ..... Parkton
Peele, Kilton, A.B. ..... Goldsboro
Phelps, Louise, A.B. ..... Cedar Grove
Phillips, Frances N., A.B. ..... Scotland Neck
Pierce, Mildred, A.B. ..... Charlotte
Poe, Lillian D., A.B. ..... Oxford
Pope, Elizabeth Louise, A.B. ..... Albemarle
Poteat, Anne, A.B. ..... Shanghai, China
Powell, Nancy, A.B. ..... Winston-Salem
Ray, Ossie, A.B. ..... Monroe, Ga.
Reece, Kathleen W., A.B. ..... Elkin
Riggs, Grace, A.B. ..... South Mills
Rodwell, Eleanor, A.B. ..... Norlina
Rose, Evelyn, A.B. ..... Smithfield
Rose, Harriet, A.B. ..... Wadesboro
Salley, Lester R., A.B. ..... Fort Bragg
Schoolfield, Mary Beth, A.B. ..... Greensboro
Scott, Mildred, A.B. ..... Goldsboro
Sewell, June Fay, A.B. ..... Dover, Fla.
Seymour, Margaret, A.B. ..... Apex
Shepherd, Margaret, A.B. ..... Weldon
Smith, Frances Lyde, B.S. ..... Monroe
Smith, Gwendolyn, A.B. ..... Albemarle
Smith, Nancy Ruth, A.B. ..... Jackson Hill
Stallings, Ruth, A.B. ..... Spencer
Stanley, Nettie Louise, A.B. ..... Kernersville
Steadman, Dorothy, A.B. ..... Pinetops
Stewart, Mary Montgomery, A.B. ..... Fayetteville
Strickland, Marjorie, A.B. ..... Angier
Suiter, Kate Mills, A.B. ..... Scotland Neck

Summerlin, Mary Brice, B.S.....Latta, S. C.
Tatum, Ella Frances, A.B.....Raleigh
Taylor, Iva Beatrice, A.B.....Lexington
Thomas, Margaret Ann, A.B.....Quincy, Fla.
Thompson, Emily, A.B.....Apex
Tilley, Lydia Bruce, A.B.....Memphis, Tenn.
Todd, Frances Wingate, A.B.....Roxboro
Turlington, Martha Wilson, A.B.....Salemburg
Upchurch, Jessie, A.B.....Apex
Vannoy, Annie, A.B.....North Wilkesboro
Wall, Lillian, A.B.....Madison
Weatherspoon, Margaret, A.B.....Raleigh
Wester, Charlotte Meadows, A.B.....Henderson
Wheeler, Gwendolyn, A.B.....Oxford
Whitaker, Caroline, B.S.....Kinston
Whitehurst, Helen Douglas, A.B.....Mount Olive
Whitehurst, Margaret Edna, B.S.....New Bern
Williams, Catherine, A.B.....Garner
Williams, Nina, A.B.....Tarboro
Wilson, Lottie Lay, A.B.....Bolivia
Winfree, Maurine Elizabeth, A.B.....Summerfield
Winstead, Elizabeth, A.B.....Elm City
Wyche, Mary Clayton, A.B.....Hallsboro
Yates, Mildred, A.B.....Morrisville
York, Adelle Gertrude, A.B.....Washington, D. C.
York, Mary Elizabeth, A.B.....Cary
Young, Dorothy, A.B.....Angier
Yow, Mattie Elizabeth, A.B.....Lemon Springs

Special Students

Armstrong, Charlotte Elizabeth, A.B.....Somerville, Mass.
Bailey, Jean, Art.....Raleigh
Ballard, Elizabeth, Art.....Raleigh
Baker, Dorothy Alpheus, A.B.....Charlotte
Bird, Herbert, Theoretical Music.....Raleigh
Branch, Virginia, Piano.....Enfield
Butler, Mrs. James, Voice.....Raleigh
Cambell, Kirby, 'Cello.....Raleigh
Canaday, Helen, Piano.....Raleigh
Copeland, Viola, Organ.....Raleigh

Davis, Lucille Shirley, A.B. ..... Knoxville, Tenn.
Day, Ethel, Piano ..... Southern Pines
Dixon, Ben, Organ ..... Raleigh
Dunn, Dorothy, Piano ..... Raleigh
Eden, Jean, Art ..... Raleigh
Edwards, Marjorie, A.B. ..... Maxton
English, Ethel E., Piano ..... Mars Hill
Ewing, Emma Rebecca, A.B. ..... Mount Gilead
Freeman, Charles, Violoncello ..... Raleigh
Freeman, Mrs. Lemuel Elmer McMillan, Voice ..... Raleigh
Grimmer, Mae Frances, A.B. ..... Cape Charles, Va.
Hamrick, James, Theoretical Music and Piano ..... Raleigh
Hamrick, Martha, Piano ..... Raleigh
Hamrick, Olive, Theoretical Music and Piano ..... Raleigh
Keith, Alice B., A.B. ..... Canton, Ga.
Kerr, Helene, A.B. ..... Schenectady, N. Y.
Hunt, Melba, A.B. ..... Apex
Martin, J. Alfred, Voice ..... Wilmington
Martin, Hazel, Voice ..... Raleigh
Mayer, Hilda Ruth, Piano ..... Raleigh
McMillan, Aileen, Piano ..... Latta, S. C.
Ogborn, Grace, Art and 'Cello ..... Pageland, S. C.
Parker, Janie, A.B. ..... Mount Gilead
Peacock, Carolyn, Organ ..... Tarboro
Prevatte, Katherine, A.B. ..... Lumberton
Ragsdale, Mrs. George Y., Piano ..... Raleigh
Staudt, Mrs. Fred W., Piano ..... Raleigh
Taylor, Mrs. Ethel Shelton, Voice ..... Raleigh
Williamson, Bernard, Organ ..... Wilmington
Wilson, Betty, Violoncello ..... Marion

Summary of Students

Seniors	96
Juniors	102
Sophomores	118
Freshmen	190
Total classmen	506
Specials	40
Total	546

Summary By States

Alabama	1
Arizona	1
China	3
Connecticut	1
District of Columbia	3
Florida	6
Georgia	2
Maryland	3
Massachusetts	3
North Carolina	481
New Jersey	1
New York	5
Pennsylvania	1
South Carolina	19
Tennessee	8
Virginia	8
Total	546

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MEREDITH COLLEGE

THE ART EXHIBITS

The two diploma graduates from the Art Department of the College, Misses Katherine Moseley of Warrenton, and Alma Kee of Seaboard, had an exhibit of their work on Friday afternoon in the college parlors. The art jury, Mr. McClean and Miss Morris, instructors in the School of Creative Arts, gave Honorable Mention to Miss Moseley's *Calla Lilies* with silver-leaf background, and a study of poinsettias done in tempera. Her decorative treatment of flowers showed keen observation and a fine sense of arrangement. Miss Kee's work was principally oil paintings, and she had chosen many subjects, receiving Honorable Mention for a studio piece, *Still Life,* and for an out-door study, *Raymond's Cottage.*

Sunday afternoon there was an exhibition of the work of all the students in the department, when work in all mediums was seen: oil, water-colors, pastel, tempera, pencil and charcoal, also bas-relief in plaster, and examples of block printing. Miss Virginia Staples's life studies deserve special mention. The art education classes had interesting examples of what had been done in that department, and life studies by a group of freshmen gave promise of fine work for the future.

THE ANNUAL CONCERT

The Department of Music presented its annual concert in the College Auditorium on Friday evening at 8:30 before a large and enthusiastic audience. The members of this year's class possess an unusual amount of talent, and the recital was one of the best in recent years. The program was as follows:

Two Pianos—Gavotte and Musette . . . . . *Raff*
Louise Correll, Josephine Turner

Voice—Passage-birds' Farewell . . . . . *Hildach*
Louise Martin, Luna Jackson

Piano—Moonlight . . . . . *Debussy*
Ruth Pender

Organ and Piano—Serenade . . . . . *Widor*
May Marshbanks, Mildred Moore

Voice—Aria from Carmen . . . . . *Bizet*
"Je dis que rien ne m'epouvante"
Louise Martin

Piano—Rhapsodie, G minor . . . . . *Brahms*
Elizabeth Lee

Voice—The Shepherd's Song . . . . . *Winter Watts*
Il Bacio . . . . . *Arditi*
Mabel Martin

Piano—Scherzo, B flat minor . . . . . *Chopin*
Mildred Moore

Glee Club—Flow Down, Cold Riverlet . . . . . *Whelpley*
Slumber Song . . . . . *Gretchaninoff*
There's A Lark in My Heart . . . . . *Spross*

Accompanists—Louise Correll, Mildred Moore

SOCIETY NIGHT

The society night exercises were held in the College Auditorium on Saturday evening, May 24. After the processional of the Astrotekton and the Philaretian Societies, Miss Reba Parker, the president of the Philaretian Society, gave the welcome, which was followed by a duet, *Serenade,* by Widor, given by Miss Mildred Moore at the piano and Miss Mae Marshbanks at the organ. Miss Margaret Davis, the president of the Astrotekton Society, introduced the speaker, Dr. E. McNeil Poteat, pastor of Pullen Memorial Church, Raleigh.

The subject of Dr. Poteat's address was taken from lines of a popular song of several years ago:

"Cut yourself a piece of cake,
And make yourself at home."

After explaining that cutting was a process, and being at home, a feeling, Dr. Poteat said, "I think of the couplet as an exhortation to us all, for the first phrase stands (for our purposes tonight) for formal education, and the second stands for culture. Education is learning to cut oneself a piece of cake, and culture is making oneself at home in the world." The seniors particularly were challenged with the statement that since most of their formal education was over, the world was inviting them to make themselves at home. As a reason for the nostalgia, the homelessness in the world, Dr. Poteat gave the quotation from John Cowper Powys: "That man is not cultured who allows a gap between his knowledge and his living." The speaker believed that we have not bridged that gap, and that it can be bridged only by a return to the supreme spiritual values that undergird life. He added: "For being at home is not finding a position among things; it is establishing a relation among persons." Using the quotation from the Old Testament, "The spirit of a man is the candle of the Lord," Dr. Poteat concluded by saying:

"It is only, therefore, when we uncover that candle that we find its glow uniting with others. As flame added to flame, spark to spark make a fire, and as spirit to spirit unites, candle to candle is joined, there is the burst of light that like a new dawn will bring in a fair, brave new world in which we can be at home."

The presentation of medals and announcement of awards followed the address. Major Baxter Durham presented the Carter-Upchurch medal of the Astrotekton Society to Miss Arabella Gore for her essay entitled, "The Social Significance of the Modern Novel."

Miss Peacock, speaking for Dr. Julia H. Harris, made the following announcements:

"It is customary at this time to give recognition to the students who have done independent reading and have passed a satisfactory examination on such reading. The list includes from the Senior Class, Lucile Evans, Arabella Gore, Grace Robbins; from the Sophomore Class, Ruth Abernethy, Kate Covington, Eleanor Edwards, Annabelle Hollowell, Betty Kichline, Martha Messenger, Frances Pittman, Martha Kyle Pittman, Virginia Reynolds, Addie Belle Wilson; from the Freshman Class, Evelyn Mills, Margaret Newlin, Minnie Morgan Oldham, June Fay Sewell, Charlotte Wester, Margaret Whitehurst.

The prize awarded each year by the Department of English for the student who has read most intelligently and who has passed the best examination upon that reading has been awarded to Eleanor Edwards.

The Albert Stanburrough Cook prize, awarded each year in memory of the late Professor Cook of Yale University for the best bibliography in the class in American literature, has been awarded to Miriam Mohn.

The Elizabeth Avery Colton prize, awarded each year by the brothers of Miss Colton for the best contribution to the *Acorn,* has been awarded to Katherine Shuford for her short story, "The Child."

Mrs. Gertrude Royster Sorrell presented the athletic awards. Catherine Moseley received, as a personal prize from Miss Warner, a white blazer, for the most significant contribution to the school. Mae Marshburn won the trophy for the all-round athlete; Faith Hite won a cup for tennis, and Harriet Rose won the hockey stick given by the juniors to the best hockey player of the Freshman Class.

Mrs. Sorrell gave the following as her parting message:

"Carry your head gloriously as if it were among the stars, and your shoulders softly like folded wings. Walk as if you could fly at any moment if you so willed, and stand as though you are standing on a star—for you know—you really are."

Miss Inez Poe, the president of the Kappa Nu Sigma Society, announced that the following had been elected as new members of the honor society: From the Senior Class, Mamie Lou Forney and Sarah Coleman; from the Junior Class, Nina Binder, Dorothy Dockery, Edna Lee Pegram, Pauline Perry, Katy Sams. The following were admitted after the first semester: Elizabeth Davidson and Norma Rose.

Miss Elizabeth Lee then made announcements about the organization and membership of the society, the Silver Shield, stating that the idea was conceived and promoted by the class of 1933. The following were announced as members: From the class of 1933 as founding members, Pat Abernethy, Lula Belle Highsmith, Margaret Briggs; from the Senior Class, Catherine Moseley, Elizabeth Lee, Mary Ruf-

fin, Mildred Moore, Mary McLean, Alice Bryan, Mamie Lou Forney, Margaret Davis. Then the following juniors were indicated by those seniors as having been elected members: Nancy Allen, Ann Bradsher, Frances Calloway, Norma Rose, Nina Binder, Henrietta Castlebury, Dorothy Dockery, Lucille Parker, Edna Lee Pegram, Pauline Perry.

After the program, moving pictures of May Day and other Meredith scenes were shown by Miss Warner. A reception was then held in the society halls.

ALUMNAE DAY

The annual meeting of the Alumnae Association of Meredith College was held in the Astro Hall, Saturday, May 25, 1935, with Mrs. Helen Hilliard Leggett, '09, of Scotland Neck, presiding. After calling the meeting to order, Mrs. Leggett turned the first part of the program over to Miss Sonora Bland, daughter of Lizzina Moore, '07, and president of the sixty granddaughters on the campus. Their club gave a delightful skit, *What Next,* featuring in costume the past and present life at Meredith. The granddaughters sang the Coupon Song between the acts of their play.

Dr. Brewer was presented to welcome back the alumnae. His reports on graduates and on degrees, and even on the finances of the college, were quite heartening. Prospects for next year's student body have encouraged him, and the alumnae found this promising future another source of pride.

After the Meredith Trio, composed of Miss Charlotte Armstrong, Miss Aileen McMillan, and Miss Pauline Wagar, had played beautifully the Largo and Allegro movements from a sixteenth century composition, Mrs. Leggett introduced the speaker of the morning, Mrs. Mary Johnson Lambeth, '06, of Thomasville, whose subject was "Modern Motherhood in Theory and Practice." Mrs. Lambeth pointed out the growing scientific trend of motherhood in educational and psychological theory, and illustrated the practice by intimate and charming references to her own family.

Following the reading and the approval of the minutes of the last meeting, Miss Mae Grimmer gave the annual report of the alumnae secretary and treasurer. The recording secretary, Miss Margaret Bright, '07, of New Hill, read the recommendation of the Executive Committee that alumnae who live in other states be allowed to serve as trustees of the college. This recommendation is to be sent to the Board of Trustees for their summer meeting, and also to the fall meeting of the Baptist State Convention.

In the absence of the chairman, Mrs. Lillie Belle Ashworth Cherry, '17, of Scotland Neck, the secretary read the report of the Obituary Committee. The following members have died during the past year:

Heslope Purefoy, '06, Asheville.
Addie Upchurch, 1907-'08 (Mrs. Vance Massey), Durham.
Mary Carter, 1908-'11 (Mrs. Mary C. Nooe), Winston-Salem.
Cora Warren, 1912-'14 (Mrs. R. L. Denning), Dunn.
Louise Butler, 1917-'18 (Mrs. E. A. Poe, Jr.), Fayetteville.
Margaret Overton, '25 (Mrs. Hugh Dukes), Ahoskie.
Ruth Truesdell, '29 (Mrs. Charles Loomis), Washington, D. C.
Mary Hamby, '30 (Mrs. D. F. White), Mebane.

After the chairman of the Hospitality Committee, Mrs. Helen Harper Thayer, '17, Asheboro, had welcomed the alumnae and had called attention to the special features in the Rotunda, Miss Flossie Marshbanks, '15, Raleigh, read recommendations for rules governing the Ida Poteat Loan Fund, which were accepted. The constitution of the Alumnae Organization was then presented by the chairman, Dr. Mary Lynch Johnson, '17, Raleigh, and after some discussion, was accepted as a whole. Mrs. Maude Davis Bunn, '10, Raleigh, reported on the college athletic program, and also paid tribute to Miss Warner, the sports director, for her efforts this past year. The college commemorative plate, designed by Miss Mary Tillery, '22, Meredith College, was presented and interpreted by Miss Ida Poteat, in her own inspiring manner.

Miss Lelia Higgs, '17, Greenville, read the following recommendations of the nominating committee, which were unanimously accepted:

President: Mrs. Mabel Claire Hoggard Maddrey, '28, Woodland.
Vice-President: Mrs. Helen Harper Thayer, '17, Asheboro.
Recording Secretary: Miss Kate Matthews, '18, Wagram.
Executive Secretary and Treasurer: Miss Mae Grimmer, '14.
Speaker: Mrs. Bert Brown McMurray, '16, Swannanoa.
Alternate Speaker: Miss Chloris Kellum, '30, Wilmington.
At the luncheon these five regional vice-presidents were accepted:
Asheville region: Mrs. Bernice Hamrick Hoey, '26, Canton.
Charlotte region: Mrs. Mattie Jenkins Henderson, '07, Charlotte.
Greensboro region: Mrs. Mary Carter Ray Abernethy, '09, Raleigh.
Wilmington region: Mrs. Lidie Penton Freeman, '21, Wilmington.
Elizabeth City region: Mrs. Ruth Tripp Butler, '18, Rocky Mount.

On the Executive Committee the two members at large elected from the association are: Mrs. Undine Futrell Johnson, '09, Winston-Salem, and Miss Mary Lois Parker, '34, Woodland.

The outgoing president closed the business meeting with a brief word of thanks to her associates, and with a plea to every member of the Alumnae Association to do something personal for Meredith.

At the alumnae luncheon, held in the college dining room, Mrs. Mabel Claire Hoggard Maddrey, '28, presided most graciously. Dr. and Mrs. Brewer, Dean and Mrs. Boomhour, Miss Ida Poteat, Miss Caroline Biggers, Miss Mae Grimmer, Mrs. Mary Johnson Lambeth, Mrs. Helen Hilliard Leggett, and Miss Lily Grandy of Washington, D. C., were greeted as honor guests. Miss Hazel Martin, '33, of Raleigh, sang two charming selections: *Spring is a Lovable Lady* and *Oh, Carolina.*

Mrs. Ruth Williams Bragdon of Leesburg, Florida, responded to the toast to 1910, and response for the classes of 1917, 1918, 1919 and 1920 was made by Mary Lynch Johnson, '17. Mary O'Kelly's *Queen of Our Hearts* and also the Odd Classes' song by the class of 1933 stirred all hearts. The sophomores then gave a swimming-pool skit. Miss Sophia Lanneau, '02, just home from Soochow, China, on furlough, was lovingly recognized. The speeches were concluded by Winnie Rickett's response to the toast to 1925. Afterwards, carrying the growing-plant favors so thoughtfully provided both by Mrs. Katiebet Morris Huggins, Raleigh, and by members of the Social Committee, friend greeted friend, grateful for another happy Meredith Alumnae hour.

CLASS DAY EXERCISES

The class of '35 gave as their class day exercises a modernized version of *Cinderella* in pantomime. The good-for-nothing sisters were Ignorance and Indolence, who attended the four balls given by the Prince of Learning on his Meredith estate. The Odd Spirit played a prominent part, with black gloves, red devils and bones—the live bones of a walking skeleton that finally crumpled in a heap on the floor, the skeleton being portrayed by a member of the class. The rainbow chorus danced for the guests, and Cinderella looked for the crook and found it. The fourth ball was given in honor of the Prince's father, Dr. Charles E. Brewer, who had completed his twentieth year as president of Meredith.

The songs of the classes of '37 to '35, '35 to '33, and '33 to '35, brought the exercises to a close. The seniors then passed through the ranks of the sophomores, distributing as they went bones tied with rainbow colors.

The program was as follows:

CHARACTERS

Cinderella	Elizabeth Poplin
Prince	Catherine Moseley
Odd Spirit	Elizabeth Lee
Ignorance	Hazel Faulkner
Indolence	Luna Jackson
Footman	Lucille Evans

Phi and Astro Chorus—Madge Thomas, Reba Parker, Loretta Nichols, Elizabeth Barker, Edith Bowden, Caroline Garrison.

Bone Dance . . . . . Elberta Foster

Rainbow Chorus—Genola Koontz, Margaret Davis, Jean Lassiter, Elizabeth Barker, Meredith Whitaker.

Odd Spirit Song . . . . . Louise Martin

Written by Elberta Foster
Music by Mildred Moore and Josephine Turner
Directed by Louise Correll

COMMENCEMENT SUNDAY

SUNDAY MORNING

Order of Service
Eleven O'clock

Organ Prelude—Fantasie in G Minor . . . . . *J. S. Bach*

Hymn—Holy, Holy, Holy

Invocation—Dr. C. E. Brewer

Violoncello Solo—Grave . . . . . *Sammartini*
Pauline Wagar

Scripture Lesson—Dr. Chas. H. Durham

PRAYER—REV. A. E. GAMMAGE

ANTHEM—LO, A VOICE TO HEAVEN SOUNDING . . . *Bortniansky*

BACCALAUREATE SERMON—DR. CHAS. H. DURHAM,
First Baptist Church, Lumberton, N. C.

HYMN—Dear Lord and Father of Mankind

BENEDICTION—DR. CHAS. H. DURHAM

POSTLUDE—March . . . . . *G. F. Handel*

A most helpful Gospel message was brought to the Senior Class in the morning hour of worship. Dr. Charles H. Durham, pastor of the First Baptist Church of Lumberton, N. C., chose for his text Philippians 4:3, "That ye may be blameless and harmless (pure), the sons of God, in the midst of a crooked and perverse (twisted) generation, among whom ye shine as lights in the world." The speaker said that the authority for calling them "children of God" comes from Christ: "Now after this manner pray ye, . . . 'Our Father,'" and it comes also from the Apostle John: "As many as received him, to them gave he power to become the sons of God, even to them that believe on his name." "Every one that loveth is born of God." "Whatsoever is born of God overcometh the world; and this is the victory that overcometh the world, even our faith." Dr. Durham stressed the peculiar position of Christians, in that they are to be blameless and pure in the midst of a crooked and twisted generation. He emphasized the fact that today there is crookedness in every phase of life, that there is something terribly wrong with the world, yet that Jesus foretold that in the world Christians should have tribulations, and that indeed in the midst of this testing his followers are to live and to fight and to win the victory.

Enthusiastically the speaker exclaimed, "What a goal—blameless and pure! There could not be a greater, a higher ambition!" Blameless he explained as referring to reputation, to the opinion of neighbors; harmless or pure as referring to character, the inward nature—motives that God alone knows; and he added that to Christians is given the power and the privilege to shine like lights in the midst even of this crooked generation of today.

The preacher referred lovingly to Dr. Royal, a man who was indeed filled with the spirit of Jesus. After Dr. Royal had died suddenly, when on a visit to Charleston, the Senior Class had gathered at the station in Wake Forest when his casket was brought back. The snow began falling in beautiful soft, white flakes. A careless boy, from whom one did not expect such a thought, remarked that it made him think of the beautiful spirit that had just gone home

to his Father. "They that be wise shall shine as the brightness of the firmament, and they that turn many to righteousness as the stars for ever and ever."

SUNDAY EVENING

Order of Service
Eight O'clock

Organ Prelude—Choral . . . . . *Enrico Bossi*

Hymn—Lead On, O King Eternal

Invocation—Dr. Chas. H. Durham

Anthem—Lord, For Thy Tender Mercies' Sake

Scripture Lesson—Dr. Chas. H. Durham

Prayer—Dr. A. Fox

Hymn—Work, For the Night Is Coming

Missionary Sermon—Dr. Chas. H. Durham,
First Baptist Church, Lumberton, N. C.

Anthem—When This Earthly Frame Is Riven . . *Giovanni Pergolesi*
from "Stabat Mater"

Benediction—Dr. A. Fox

Postlude—Maestoso . . . . . *Enrico Bossi*

In the evening Dr. Durham with great earnestness sought to inspire every Christian to lead a life of missionary endeavor. His text was John 9:4, the interesting words spoken by Jesus Himself: "We must work the works of him that sent me, while it is day." The preacher said he preferred the translation using the pronoun "we" instead of "I," for he believed this was the correct translation. He explained that the inspired writer uses the above metaphor in describing our life-day,—that all the hours of the entire day be given to doing God's will: the invigorating morning hours, the energy of noon, and the evening hours rich in experience; thus the entire period of life is to be consecrated whole-heartedly to the will of God.

Dr. Durham showed by several examples that delight in doing God's will is the supreme blessedness, citing especially William Carey's mission to India that dignified his whole life through his becoming there an ambassador for Christ. The example of Bishop Tucker of Uganda was mentioned, and also the success of Dr. Love in approaching a desperate condemned criminal with the greeting, "My friend, God loves you."

Dr. Durham closed his quietly impressive address with the entreaty, "My dear friends, take with you the words of Jesus today, 'We must work the works of him that sent me, while it is day.' 'As the Father hath sent me, even so send I you.'"

GRADUATING EXERCISES

The graduating exercises for the class of 1935 were held in the College Auditorium on Monday, May 27. The academic procession marched from Vann Hall across the campus and entered the auditorium while Professor Leslie Spelman played Handel's *Largo* as a prelude. Led by the choir, the audience sang *Come Thou Almighty King,* after which Mr. M. A. Huggins, secretary of the Baptist State Convention, offered the invocation. Miss Ethel Rowland and Miss Ragna Ottersen of the Department of Voice, gave very beautiful renditions of solos from Handel's *Messiah.*

President Charles E. Brewer introduced Dr. Bernard C. Clausen, pastor of the First Baptist Church of Pittsburg, who gave the baccalaureate address.

Believers or Belittlers?

Every disaster has a way of producing either heroes or cowards. Which of the two depends sometimes on a very small shift in intangible things. But the consequences are as far apart as the two poles.

Do you remember the day when the news came that the Titanic had sunk? The reports seemed incredible. Here was the finest, most expensive ship which man could produce, equipped with every available safety device, brand-new, loaded with festive passengers celebrating this marvelous achievement in the conquest of the sea. Yet as she sped along bathed in music and lights, a grim iceberg waited to rip out her vitals and send her hundreds to their deaths. When we realized the import of the news story, we had a sense of the futility of all inventiveness. Our finest machinery had failed; "dat ole debl' sea" had reasserted his power; we felt helpless before the silent forces of nature.

But this disappointment was counterbalanced by a fine pride. Hundreds of men and women had to die on the Titanic, but at least they died with quiet heroism. We were glad to be a part of the human race. How simply they had said their last farewells, with what courteous self-sacrifice men ushered women and children into boats and accepted with reluctance duty at the oars which promised safety for themselves. How magnificently they talked it all over, under the stars on that tragic night, some couples refusing to be parted, defying all traces of panic from death. All of us knew that was the proper way for men and women to die.

The years have passed. A new disaster rides the sea. The Morro Castle flames into sudden fury. In the interim, we have perfected our machines. We have learned a way to send a message around the world instantaneously, and to patrol the coasts with vigilant skill. But we have lost the art of dying well. On the Morro Castle the crew went mad, frightened men fought like beasts to escape, heavy

boots slogged into the prostrate bodies of women and children in the passage-ways, half-filled boats went swiftly past struggling hundreds in the waves. We had grown immensely more skillful in our technical ingenuity, but we had forgotten how to die. We might as well confess a horrifying failure of the human spirit. What has happened to transform us?

Of course, we have fought through a war since the Titanic days. We were all the victims of a furious campaign of deliberate spleen, all subjected to the dark propaganda of scorn. We were taught to call our fellowmen brutes and huns and chimpanzees, in order that we might have the heart to stab them into slaughter when the orders were given. You cannot expect to recover from an experience like that over night. And you cannot expect to have honest respect for fellow humans until that period of convalescence is safely over.

Of course we have suffered what we call the depression. Manners are easy when there is plenty of everything to go round. But put men adrift on a raft with only a little cask of fresh water between them, or put a colony on a desert island with a tiny store of food and no hope of more, and hate soon mounts. Out of our want, a wave of cynicism has arisen. We are involved in a vicious circle of mutual blame and disdain.

Listen to the public voices. They would have you believe that all bankers are hard-hearted, glass-eyed ogres; all business leaders are dictatorial demagogues; all politicians are poltroons; all the unemployed are unwilling to work; all the radicals are selfish little rebels who have nothing to do but talk; and all the ministers are muddle-headed wind bags, who, having no stake in the social order, ought to be made to put up or shut up. Everybody points to somebody else, everybody is being pointed at. We are specialists in belittling.

Think of the cynicism which takes the discoveries of Freud and Jung, concerning the sub-conscious, and translates them into sneering disdain which says, "People may look alright, but if we could only find out what they dream about, if we could discover what they really think, we should know what rats they really are." Think of the bitterness which leads a poet like Edna St. Vincent Millay to write as the keynote of her latest book, this "Apostrophe to Man"

> Detestable race, continue to expunge yourself, die out,
> Breed faster, crowd, encroach, sing hymns, build bombing air planes,
> Make speeches, unveil statues, issue bonds, parade,
> Convert again into explosives the bewildered ammonia and the distracted cellulose;
> Convert again into putrescent matter, drawing flies,
> The hopeful bodies of the young,—
> Homo,—called sapiens.

We are fouling our own nests. We need never fear, as a race, physical disaster. We have proven our ability to survive that. But this tail-spin of morale is the prelude to a period of dark ages in human relationships.

Yet you are saying, what can we do about it? Suppose we are caught in a tail-spin of disdain and cynicism? How can we guide ourselves out of it? Let me direct your attention to the fact that Jesus, our own best teacher, came into a world which was dominated by a spirit much like ours. The Roman Empire was clouded with just such shadows of mutual resentment. Would you like to know what Jesus did about it? He went through life determined to believe and not belittle,—to trust and not to doubt!

If you object, I know what you are thinking about. You are saying, "That is very well, but it is absurd. You must follow reality. The people around us are liars and cheats and fools and half-wits. Only a blind man could be optimistic about humanity today as a matter of cool objective fact."

I admit there is a realm of human experience in which matters of fact are of paramount importance. This realm is the whole world of scientific truth. Here all we can do is to count, and weigh, and tabulate, and arrive at conclusions with calm impartiality. And all the good intentions in the world cannot be allowed to change the scientific results.

But there is another realm of life in which matters of fact have little importance, and attitudes are everything. This is the realm in which human personalities react to each other. Here what people have been, or what they are now, is not the determining thing,—not even the important thing,—but what they will be. For people are in the process of becoming. And they become what they are made, by the people who surround them.

Didn't he lie? Yes. Isn't he lying now? Yes, yes! But will he lie the next time he confronts you? That depends not at all upon the past, but upon whether he discovers you to be willing to trust him and honor him and give him a chance to be honest at your next contact with him.

Think back upon your school teachers. Number in one list the ones who helped you most. I know them. They were the teachers who always saw in you something better than you actually showed. They drew the best out of you by their confidence. And which teachers harmed you most? I know. They were the ones who suspected, despised, demeaned and belittled you, and would not be fooled. They crushed and marred and wounded you by their doubts. And the consequences of their belittling are upon your spirits still.

I tried to get an ex-convict a job last summer. I met him on his first day out of the penitentiary, jaunty and determined. I knew he was not a criminal on that day. Everywhere I went with him, men

sneered and said, "He is a jail-bird, isn't he? He has a record, hasn't he?" He is in the penitentiary again today with a long sentence hanging over him. I watched life make a criminal by its sneers, its taunts, its doubts, its refusals. That is what happens when we choose to belittle rather than believe. We maim life.

Jesus was a great believer. He spoke to a broken, sin-stained woman at a well-curb, in words as gentle as if she were a queen, and lo, she began to be a queenly lady. He called Peter (whom men nicknamed, "shifting sand") with a new name,—"My Rock" and said he was depending upon him for the foundation of his church. Peter became like a rock because Jesus trusted him so. "Be not faithless, but believing."

> We'd find each face was beautiful
> However dull it seems
> If looking past the grim outside
> We'd see the wistful dreams.

Perhaps this determination arises out of our fundamental faith in a God who trusts us. Browning said it in "Rabbi Ben Ezra,"

> Thoughts hardly to be packed
> Into a narrow act,
> Fancies that broke through language and escaped,
> All I could never be,
> All, men ignored in me,
> This, I was worth to God, whose wheel the pitcher shaped.

The other alternative is belittling,—the hard boiled attitude which sneers, "You can't fool me. I know what cheats and morons these mortals be!" But this attitude leaves behind it only barren land where no harvests of truth or beauty can grow. David Copperfield, living anew for us in the recent film, as a boy, asks to be allowed to study his lessons alone with his mother who understands him. But his step-father insists that the study be done in his own stern presence. After trying it in vain, David cries out, "I cannot learn anything while you watch me like that." His cry is an echo of the anguish of the human race. Nobody can do his best work while the eyes of scorn are watching.

But belittling is most important in what it does to the belittler. We have always felt that disdain was an expression of real superiority and power. Now that we have watched the human mind, we know that it is always a confession of weakness or shame, of fear or regret. The people we scorn are the people we have injured. So the man who belittles, always betrays himself. Greatness never behaves like that.

Charles Eliot, the great Harvard educator, had a horrid livid birthmark on his cheek which he always tried to hide from sight. One day, walking through Boston, he came upon a crowd of brutal newsboys tormenting a little lad who crouched against a wall, in tears and anguish. Walking near, Eliot discovered that the victim was being taunted so, because his face bore an ugly birthmark. Eliot waited a moment and then said, "Don't mind that, my boy. See, I have something ugly myself." No belittling there.

I believe in man,—
In his strength through the terrible struggle
Out of the darkness which once engulfed him;
In his patience to try, again and again, to rise
When the forces of nature seemed to overpower him;
In his yearning for the better,
Which has led him toward justice and peace.

I believe in man,—
In the tear-stained courage with which he now seeks
To maintain his honor and his dreams in these black days,
In the traces of selfless sacrifice with which he builds
Out of the wreckage of his own day, a better tomorrow;
In his consecration to the destiny of his children, which will be content,
With nothing less than a new world for them.

I believe in man,—
In the nobility which waits beneath pride and pomp,
In the greatness which cannot be hidden by rags,
In the Christ which strives with the worst to release the best
In every life.

Lord, I believe,
Help thou my unbelief.

The degree of Bachelor of Arts was conferred by President Brewer on seventy-six candidates; the degree of Bachelor of Science on five; and the degree of Bachelor of Music on seven. Diplomas in Art were presented to two candidates. After conferring the degrees, President Brewer delivered his final message to the graduating class.

Under the direction of Professor Spelman, the choir gave a very pleasing interpretation of *Deck Thyself, My Soul,* from Handel's *Passion According to St. John.*

Mr. A. I. Caudle, of Onley, Virginia, assisted by Dean Boomhour, presented Bibles to the class of 1935.

After the singing of the *Alma Mater,* Dr. Clausen pronounced the benediction, the academic procession filed out of the auditorium, and the year of 1934-1935 was brought to a close.

THE PRESIDENT'S ADDRESS TO THE GRADUATING CLASS

Young Ladies of the Graduating Class:

I join with a host of your friends here today in extending to you heartiest congratulations on having reached your commencement day. Ever since you began your college career you have looked forward to this consummation. It is indeed a notable day for you. Hitherto others have made the schedule and have planned your work for you. Now you will more largely arrange your own schedule and develop your own plan.

You began your college course in 1931. That was in the midst of the great depression which was felt particularly in the business world, and in every nation. Banks failed. Fortunes disappeared over night. People lost homes, savings, positions. Suffering overtook multitudes of people, many of whom had been accustomed not only to the necessities of life but also to its comforts.

When you leave us today you see life very much changed. While financial foundations are not yet fully restored, conditions are greatly improved. But the distress of the past four years was felt not only in financial matters but also in the nervous tension it produced. Many people lost much of their poise—poise of mind and spirit. There was much of hysteria and melancholia that brought disaster to many homes.

Young ladies, your contribution to the restoration of financial foundations may have to be small and incidental. But we have faith to believe that you will avail yourselves of the opportunity you have to help restore confidence and faith to many who have lost hope and courage in the work of life. You can go forth with a calmness of spirit and a confidence of mind that will inspire courage in the hearts of people. It is a wonderful opportunity.

The methods by which to achieve this worthwhile result are not difficult to find. The most important condition for you to establish for yourself is that of self-control and steadfast adherence to simple laws of life and work. A great writer urges all to be "not slothful in business, fervent in spirit, serving the Lord." Interpreted in modern terms he would say, have an objective, work for it with your might, urged on by the highest possible motive.

We have come to realize that work is no affliction. It is a boon. It is not necessarily irksome—it is a joy. Remember—some one has said "Find your pleasure in your work or you will never know what pleasure is." Pleasure found in your work is stimulating and thrilling. This is not a new discovery. One of the writers of olden times said that "work conquers all things." Another of those writers said "There is no excellence without great labor."

You may be disposed at times to feel that your tasks are very humble ones, that there is nothing great for you to do. In such a moment I urge you to reflect that there is every thing great for you to be, and that what you are will determine the value of the enterprise you are conducting. Others will be led to estimate your achievements largely according to your own standard as revealed in the manner in which you have given yourself to them.

In view of these statements it is clear that you will need to show genuine enthusiasm in whatever you undertake. Enthusiasm is to the individual what steam is to the engine; what electricity is to the motor. It is the source of power. It is a manifestation of faith in yourself and in God who is the source of all power. The factors that determine your success or failure are within you. You are never really defeated until you yourself admit it. If you can smile in the presence of reverses of any sort you have really won. Such an attitude shows that you accept the challenge presented by the conditions and are ready with renewed enthusiasm within to earn a victory over competing forces without. A convincing illustration of this truth is seen in the experiences of Abraham Lincoln. He entered the race for the legislature of the State of Illinois. He was defeated. He later was a candidate for the House of Representatives in Congress. He lost. He ran for the United States Senate. He was again defeated. He became a candidate for the position of Vice-President of the United States, with the same result. Finally he was a contestant for the high position of President. He won. It is not too much to say that his repeated disappointments served to hedge him about and keep Mr. Lincoln in line for the greatest distinction that could have been reserved for him. His spirit, his enthusiasm, his courage never weakened.

The following soliloquy is presented for your meditation:

"My Day's Work—it is mine; therefore, I do more than merely accept it—I claim it. Humble or high, it belongs to me. I need it as truly as it needs me. It is my day's work.

"It is only one day's work; hence I can do it. Anybody can do one day's work at a time. And God never asks me to do tomorrow's work today, nor yesterday's—only today's. That I can do.

"It is work and not play, but what reason is that for not putting song into it—and smiles?

"Hard, it is worthy of men—monotonous, I will keep setting it in a new light; sacred, I must do it to God.

"My best effort is quite good enough for my day's work; let me do my best, and not worry.

"God is on the job with me." —George Clark Peck.

Francis G. Peabody expresses a fine truth in these words: "A good maxim for anyone in these days would be to stop thinking of one's self, or of one's race, or of the universe as a problem: and to do the day's work, and think the day's thought, and pray the day's prayer not as though the world was waiting to be solved, but as though it was waiting to be served."

As you today, young ladies, enter upon a new phase of your life's career, may you cherish always the ideal of honoring God and serving humanity. May Heaven's richest blessings attend you through all the days of your life.

HONOR ROLL

First Honor

Nancy Allen, Wadesboro; Lizette Allgood, Roxboro; Alice Andrews, Morganton; Sarah Cornelia Atkins, Sanford; Mary Banks, Washington, D. C.; Ruby McKay Barrett, Laurinburg; Nina Binder, Mount Airy; Alice Rosy Bryan, Garner; Blanche Buffaloe, Garner; Catherine Canady, Kinston; Henrietta Castlebury, Raleigh; Esther Lucile Cates, Mebane; Margaret Virginia Caudle, Onley, Va.; Sarah Coleman, Raleigh; Nellie Louise Correll, Raleigh; Edna Frances Dawkins, Morganton; Elizabeth Davidson, Raleigh; Mary Elizabeth Dobson, Flushing, N. Y.; Miriam Early, Winston-Salem; Eleanor Lane Edwards, Cary; Mamie Lou Forney, Lawndale; Evelyn Rochelle Fowler, Tabor; Melba Gaskins, Spring Hope; Alice Marion Goodman, Raleigh; Arabella Gore, Raleigh; Marie Gregory, Angier; Adelaide Harris, Norwood; Carolyn Hayes, Waynesville; Louise Helsabeck, King; Mary Lee Hilliard, Morrisville; Annabel Hollowell, Elizabeth City; Emily Hoye, New Haven, Conn.; Mary Elizabeth Jenkins, Anacostia, D. C.; Charlotte Gammage Johnson, Raleigh; Meredith Johnson, Mount Olive; Ethel Sorrell Jones, Cary; Frances Jones, Apex; Gwendolyn Kester, Wilmington; Ethel Knott, Oxford; Margaret Kramer, Elizabeth City; Elizabeth Denmark Lee, Florence, S. C.; Mary Elizabeth McLean, Bartow, Fla.; Louise Allen Martin, Lexington; Martha Messenger, Port Washington, N. Y.; Doris Moon, Washington, D. C.; Mildred Elizabeth Moore, Pageland, S. C.; Lucille Parker, Marion; Reba Parker, Marion; Edna Lee Pegram, Raleigh; Lucy Mae Perry, Neuse; Pauline Perry, Winston-Salem; Dorothy Phillips, Cary; Frances Pittman, Kinston; Inez Poe, Apex; Helen Rivers, New Bern; Grace Virginia Robbins, Winnabow; Pearl Robertson, Knightdale; Harriet Rose, Wadesboro; Norma Rose, Wadesboro; Susan Rudisill, Greenville, S. C.; Mary Etta Ruffin, Ellerbe; Mary Helen Sears, Morrisville; Katherine Webb Shuford, Lexington; Ella Frances Tatem, Raleigh; Annie Mae Taylor, Oxford; Betty Merchant Thomasson, Danville, Va.; Lydia Bruce Tilley, Memphis, Tenn.; Josephine Turner, Clinton; Mary Cathren Walters, Hester; Ida Leane Warren, Spring Hope; Charlotte Meadows Wester, Henderson.

Second Honor

Carolyn Aydlett, Elizabeth City; Annie Mae Banks, Raleigh; Flora Kate Bethea, Latta, S. C.; Sonora Bland, Goldsboro; Ann Bradsher, Roxboro; Mary Edlee Cates, Burlington; Mary Candys Chandler, Durham; Norma Lee Dawson, Wilmington; Dorothy Dockery, Mangum; Elberta Joyner Foster, Littleton; Sarah Fox, Morristown, Tenn.; Mirvine Garrett, Greensboro; Myrtle Pearce Hair, Columbia, S. C.; Laura Mae Hilliard, Cary; Margaret Hines, Manteo; Faith Hite, Elizabeth City; Dorothy Russell Hodgin, Greensboro; Betty Kichline, Raleigh; Mary Elizabeth Lewis, Clifton, Ariz.; Katherine Liles, Goldsboro; Eleanor Ruth Lilley, Raleigh; Miriam Dean McCarter, Wake Forest; Mary Fay McMillan, Soochow, China; Laura Vance Matthews, Rose Hill; Catherine Mason Moseley, Warrenton; Loretta Nichols, Greensboro; Virginia Elizabeth Norwood, Raleigh; Ruth Anne Nowell, Raleigh; Margaret Forest O'Brian, Wilmington; Elizabeth Park, Raleigh; Grace Porter, Rockingham; Nancy Powell, Winston-Salem; Martha Ann Riley, Port Washington, N. Y.; Isabelle Ross, Nashville; Katy Sams, Marshall; Dixie Sorrell, Cary; Hildreth Memory Squires, Wake Forest; Virginia Staples, Ridgecrest; Mary Montgomery Stewart, Fayetteville; Emily Thompson, Apex; Mary Elizabeth York, Cary.

THROUGH THE GROVE

Meredith College Offers

Training under an unexcelled faculty, in both literary work and fine arts. ▾ A balanced program of study, religious development, athletics, and other recreational activities. ▾ Adequate dormitory, classroom, library, and laboratory facilities.

BULLETIN

MEREDITH COLLEGE, RALEIGH, N. C

VOLUME XXIX. NOVEMBER, 1935 NO. 1.

Entered as second-class matter at the Post Office, Raleigh, North Carolina

THE ADMINISTRATION BUILDING

Meredith College . . . . .

A Senior College for Women

RECOGNITION

a. By the North Carolina State Department of Education.

b. Member of the Southern Association of Colleges and Secondary Schools.

c. Member of the American Association of University Women.

d. On the approved list of the American Association of Universities.

THE FIRST THINGS

1. Write for a catalogue or for special information.

2. Reserve a room. The $10.00 required for this purpose will be credited on the first statement rendered.

3. Secure a blank on which to present high school credits. This should be attended to as promptly as possible. Do not wait for this to reserve your room. Moderate cost. Inquiry invited. Write for terms.

Any information desired with reference to Meredith College or its courses of study, will be cheerfully answered if you will write to

CHAS. E. BREWER, PRESIDENT, RALEIGH, N. C.

THROUGH THE ARCHES

Around the Campus

Meredith College is located in Raleigh, the Capital City of North Carolina. The climate is delightful. Outdoor sports are enjoyed every month in the year. ▾ The dormitories are fireproof and modern in arrangement. There are bath connections for every room. ▾ The student body consists of from 500 to 600—large enough for enthusiasm and college spirit—small enough for fine friendships and congenial associations. ▾ Courses of study in Arts and Sciences, in Music, and in Art lead to Bachelor of Arts and Bachelor of Science degrees.

Series 29 FEBRUARY, 1936 No. 2

Meredith College

QUARTERLY BULLETIN

Founders' Day Number

Published by Meredith College in November, January, March, and June

Entered as second-class matter, January 17, 1910, at the postoffice at Raleigh, N. C., under the act of July 16, 1894.

Meredith College

Founders' Day

FEBRUARY 7, 1936

¤

ORGAN PRELUDE—Marcia Religioso . . . . . *Horatio Parker*
Mr. Leslie P. Spelman, Professor of Music, Meredith College

HYMN—Faith of Our Fathers

INVOCATION

READING OF THE SCRIPTURE
Dr. Joseph Rufus Hunter, President of the Board of Trustees of Meredith College

ANTHEM—Lo, a Voice to Heaven Sounding . . . . *Bortniansky*
The Meredith College Choir

PRESENTATION OF THE PORTRAIT MEDALLION OF THE LATE DR. DELIA DIXON CARROLL
Mrs. Gordon Maddry, President of the Meredith College Alumnæ Association

ACCEPTANCE OF THE PORTRAIT MEDALLION
Mr. Robert Nirwana Simms, Chairman of the Executive Committee of the Board of Trustees of Meredith College

FOUNDERS' DAY ADDRESS—Historical Sketch of Meredith College
Dr. Mary Lynch Johnson, Associate Professor of English, Meredith College

DEDICATION HYMN . . . . . *Russell Broughton*
Written for the Choir and Student Body of Meredith College For Founders' Day, 1934

ALMA MATER . . . . . *Vann*

BENEDICTION
Dr. Charles Edward Brewer, President of Meredith College

PRESENTATION OF THE PORTRAIT MEDALLIAN OF THE LATE DR. DELIA DIXON CARROLL, MRS. GORDON MADDRY, PRESIDENT OF THE MEREDITH COLLEGE ALUMNAE ASSOCIATION.

The truth of the saying that "it is an ill wind which blows no one good," has been most happily brought home to me. It is to the northerly winds of this snowy February morning, and the consequent absence of Helen Hilliard Leggett, that I am indebted for the coveted honor of presenting to Meredith, in behalf of the Alumnæ Association, this bronze medallion of Dr. Delia Dixon Carroll.

It is eminently fitting on this day of honoring Meredith's founders and friends of yesterday that we should honor first one of the two who hold first place on the roster of Meredith benefactors. First in terms of years; for of the faculty for that opening year of 1899, only two names are familiar to the Meredith graduate of 1936—Elizabeth Delia Dixon and Ida Poteat. This medallion of bronze, beautiful for succeeding generations, is the medium through which the alumnæ pay tribute to her whose name will be forever associated in their minds and hearts with that of Meredith.

First in service to Alma Mater; for to Elizabeth Delia Dixon Carroll the words of Dr. Frank Crane were sublimely true. "The title, 'Servant of All,' is greater than 'King of Kings'." It is to this unsung heroine that our thoughts turn, when we read the lines of an anonymous writer:

> Not all the heroes fall on fields of glory;
> Not all brave deeds are told in song and story;
> But they are heroes who, with hearts aglow,
> Hide deep within their breasts their weight of woe,
> And then with faces shining, lift the load
> 'Neath which another staggers on the road.

First in the hearts of Meredith girls since 1899. It was one of Miss Ida's art students, Ethel Parrott (Mrs. Julian Hughes of Kinston), who, soon after the turn of the century, modeled the plaster plaque of the beloved physician, of which this medallion is a replica. I could not offer more adequate tribute to Dr. Carroll than was expressed in the inscription on the medallion:

> Elizabeth Delia Dixon Carroll
> Beloved Physician of the College
> From 1899-1934
> Presented by Meredith Alumnæ, in whose hearts
> her enshrined memory is "a monument
> more lasting than bronze"

ACCEPTANCE OF THE PORTRAIT MEDALLION, MR. ROBERT NIRWANA SIMMS, CHAIRMAN OF THE EXECUTIVE COMMITTEE OF THE BOARD OF TRUSTEES, MEREDITH COLLEGE.

I appreciate the honor of accepting this memorial tablet in behalf of the College.

I knew Dr. Delia Dixon Carroll very well for all of the years she was connected with the College. She made a distinct contribution to its life. While it is not to be expected that I should pronounce a eulogy upon her, since that was the province of the speaker making the presentation and has been so splendidly done, nevertheless I do wish, and feel it appropriate, to say that Dr. Dixon Carroll was most highly regarded by the Trustees of the College. I would mention at least three of the reasons.

One was her *eminent ability and success as a physician.* She became the College physician when the school first opened on September 27, 1899, and continued in that position until her death in 1934. Through that long period of service she had many thousands of young women under her care. Many, many epidemics of disease swept over the State and through our city, including the great influenza scourge when people died by the hundreds throughout the State and from five to twenty in Raleigh in a day, and yet in all those long years and perilous times there never occurred an outbreak of disease of major proportion in our student body. Young women came from every section, with the possibility of bringing all manner of contagious diseases; and at times the school had to quarantine to protect itself from epidemics in the community, especially when it was located in the heart of the city; but the College escaped without any outbreak of disease of any considerable magnitude. What is more remarkable, there was not a death in the student body in all those thirty-five years. The health record of the institution was wonderful. All of the credit for this, of course, does not go to human forces. We have ever acknowledged and do acknowledge our gratitude to Almighty God for His protecting care and His kindly providence; but we are sure that He would not have us overlook the fine, watchful, diligent, and highly skilled service which was rendered by His servant, Dr. Dixon Carroll, who was the human instrumentality through which He worked to shield our institution and its precious wards from the perils and disasters of disease. Truly, she was a great physician.

The second thing I would mention was *her genius and charm as a teacher.* She had mentality of the highest grade. But with her capacity for keen intellectual perception and learning she also had a masterly ability to impart instruction. This is the *sine qua non* of the great teacher. Her pupils learned. She made their studies fas-

cinating. She also made them highly practical. Her health talks to the students were of measureless worth. Thousands of girls and women recognize their lifetime obligation to her. They speak of it so often and have through the years that even those trustees who are mere men have had opportunity to know that in Dr. Dixon Carroll we had a great teacher.

The third thing I would mention was *her captivating womanliness.* She had a way about her that attracted attention and admiration. She was queenly in appearance and carried herself in a regal way. She was a dashing young woman when she came to the College. She was a young woman doctor! An unheard-of thing in the sober, conservative little city of Raleigh in that Victorian age. "The new woman" was being much discussed throughout the land in those days. She was an alarming innovation, who, it was feared, was going to destroy all of the best-cherished traditions of womanhood, especially in the Old South. "Women's rights" were being argued about, but hadn't made much headway. There were a few women doctors in the great northern cities and a much-talked-about woman lawyer, but our people were grateful to heaven that such pernicious examples were far away from our dear Southland. Imagine the sensation then when actually this young woman came to Raleigh and announced that she was going to practice medicine here. It was a profound shock. But she was good looking and charming socially and belonged to a good old North Carolina family and was the sister of gifted brothers who were stirring the world mightily as preachers. She must be all right, it was conceded, even if she was a typical "new woman" in many ways. She was received. She was liked. She made good in her practice. She believed in women going into public life and having a voice in politics, but upon acquaintance she was no wild reformer. Her views seemed safe and worthy of consideration. You had to consider them if you heard her talk—for she was a Dixon! She was a pioneer in the organization of the Woman's Club of Raleigh. She became quickly, and remained during her life, a vital, powerful force in the life of this city and of the State. And yet with it all and during it all she never lost the gentleness of a Southern lady. With all of her power and force and leadership she was, nevertheless, as feminine a woman as ever lived. She was domestic in her tastes and made her home a charming place to which it was a treat to go. And she opened the privileges of her estate to a wide circle of friends. She was benefactor to many.

Now what I am saying this for, is to declare that I have sometimes thought that this College owes to her an inestimable debt for the force of her example as a woman in the momentous times through which we have passed in the last thirty-five years when the position of woman has so utterly changed. Dr. Dixon Carroll was a "new

woman" and everybody knew it, but she was safe and sane, and truly religious and gentle and kind and domestic and feminine and lovable. She was a great illustration of the best there was in the new womanhood for the new day. She, therefore, furnished a great example for the young womanhood of our State. As it was declared to a great woman of ancient days: "Who knows but that thou art come to the Kingdom for such a time as this?" so I would declare of this fine woman whose memory we honor today that I believe she came to this College for such a time as hers by divine appointment, and that the institution owes her an abiding debt of gratitude for her fine, safe example and leadership among the young women who came under her care.

For these reasons, and others, I would delight to mention if time allowed, the Trustees of Meredith College are happy to receive this permanent memorial to Dr. Delia Dixon Carroll and most heartily thank the alumnæ for their thoughtful and beautiful gift. May it help to perpetuate the good influence of a really great woman.

FOUNDERS' DAY ADDRESS

A Historical Sketch of Meredith College

Dr. Mary Lynch Johnson, Associate Professor of English, Meredith College

Meredith College had its beginnings in the dreams and ideals of North Carolina Baptists long before it actually came into existence. The Baptist State Convention was organized in 1830, and in 1834, Wake Forest Institute (now Wake Forest College), for the education of young men, was established. In 1834, during the session of the Baptist State Convention held at Union Camp Ground, in Rowan County, a committee was appointed, consisting of John Armstrong, Thomas Meredith, and William H. Merritt, to "report on the expediency of establishing a female seminary." Of this committee, William H. Merritt, a native North Carolinian, was a leader among the ministers in his denomination. He was, for his time, a wealthy man, having given $1,000 for the building of a church at Chapel Hill, and $2,000 to Wake Forest Institute. John Armstrong, a professor at Wake Forest Institute, was a Philadelphian, educated at the University of Pennsylvania. Thomas Meredith was also from Pennsylvania. Dr. R. T. Vann has said of him, "His father was a staunch Episcopalian, and his mother a Quakeress and a woman of exceptional mental ability and accomplishments. After being graduated from the University of Pennsylvania in 1816, he came to Edenton about 1820, and devoted his life to the organization and development of the Baptist denomination in this State. A man of fine culture

and remarkable native talents, he was for many years the recognized leader of his people." It was he who was the founder and first editor of the *Biblical Recorder,* the organ of the Baptist State Convention in North Carolina.

The only record of the work of this committee is that "the report was received, and the committee discharged." In 1838, at the session of the convention held at Brown's Meeting House, in Sampson County, Thomas Meredith, as chairman of a committee, introduced a resolution strongly urging that "a female seminary of high order be modeled and conducted on strictly religious principles, but that it should be, as far as possible, free from sectarian influences"— From time to time such a motion was proposed, and, according to the minutes of the convention, either defeated or ignored.

The next action of any importance was the following resolution offered by Colonel L. L. Polk at the session of the convention held in Greensboro in 1888: "That a committee of nine, to-wit: W. R. Gwaltney, R. R. Overby, T. H. Pritchard, J. D. Hufham, R. T. Vann, N. B. Broughton, R. H. Marsh, A. G. McManaway, and H. W. Battle be and are hereby appointed to consider the expediency of establishing a Baptist Female University in this State." The resolution was passed, with the addition of Colonel Polk to the committee. In 1889, when the committee brought in a report favoring the establishment of such an institution, C. Durham made a motion, which was passed, that the committee be enlarged to twenty-five, and that this enlarged committee constitute the board of trustees of the university.

On February 27, 1891, the trustees obtained from the State Legislature a charter for the Baptist Female University. From the four locations offered, Raleigh was chosen as the most fitting, in spite of the fact that two other places made more attractive financial offers. In the ten years following the formation of the board, one after another of the twenty-five trustees became discouraged and resigned, till only five or six of the original number were left. These few refused to give up, and elected others to fill the vacancies in their ranks as fast as they occurred.

Had it not been for the work of Oliver Larkin Stringfield, the dream of a college would never have become a reality. Dr. Thomas E. Skinner had been the first financial agent of the College, having been elected to that position on April 23, 1890. Through his efforts, enough subscriptions were secured to justify the purchase of one-fourth of a square, on the corner of Blount and Edenton streets, two blocks from the Capitol, at a cost of $14,100. After nine months of valuable service, he resigned, and J. B. Boone, afterwards manager of the Thomasville Orphanage, succeeded him. He worked with vigor and skill for a year, but felt that he must give up the task.

Others followed him, with more or less success, but it was upon O. L. Stringfield that the real financial burden of the new project fell. He became financial agent in December, 1893. Dr. R. T. Vann has said of him, "He had a great heart, a far vision, a mighty faith, and boundless enthusiasm. While others fainted, Stringfield stood strong; when they could see nothing, he literally saw the invisible." Livingston Johnson, in his *History of the North Carolina Baptist State Convention,* said, "All over the State he went, pleading that we give our Baptist girls educational facilities equal to those which we had provided for our boys. Not only did he succeed in raising a large part of the money with which the main building was erected, but while doing so he awakened a genuine interest in the education of women . . . The main building in the University stands as a monument to O. L. Stringfield."

Work on this one building was begun in 1896. So slow was its progress, with so many halts because of lack of money, that the half-built walls were mockingly dubbed, "Stringfield's Folly." There were no large gifts and pledges, but rather small gifts from many. Especially did the women, with the encouragement and leadership of Miss Fannie E. S. Heck, then president of the Woman's Missionary Union of North Carolina, give wonderfully to the new enterprise. For the most part the dollars they gave had to be made painfully, cent by cent, knitting socks or selling eggs at ten cents a dozen. With such sacrificial giving from thousands of purses went fervent prayers from thousands of hearts for the spiritual and material welfare of the school. The convention in 1899 passed a resolution expressing its "high appreciation of the faithful and efficient and self-denying work rendered by Miss Fannie E. S. Heck in securing funds for the Baptist Female University."

A committee appointed by the trustees had nominated as president John B. Brewer, then president of Chowan Baptist Institute. The offer was declined, and in 1898 J. C. Blasingame, president of Hollbrook Normal College, in Tennessee, was elected the first president of the University. A general outline of the curriculum had been submitted in 1891 by a committee consisting of G. W. Greene, R. H. Marsh, B. Cade, and J. D. Hufham, to whom were added C. E. Taylor and H. W. Battle; but the course of study which was followed the first year was worked out in the summer of 1899 by a committee with Dr. W. L. Poteat, president of Wake Forest College, as chairman. The faculty were as follows:

James C. Blasingame, M.A., Ped. D., *President*
J. L. Kesler, M.A., *Natural Science*
Mrs. Kate Hayes Kesler, M.A., *History and Economics*
Miss Delia Dixon, M.D., *Physiology and Resident Physician*
Miss Sadie T. Perry, *Latin*
Miss Ida Poteat, *Art*

L. D. Watson, A.B., *Mathematics and Bursar*
Mrs. H. E. Stone, *English and Literature*
Miss S. E. Young, *Modern Languages*
Miss Evelina K. Patten, M.A., *Greek and Ethics*
Henri Appy, *Director of Music, Piano, Violin and Theory*
Mrs. Henri Appy, *Voice Culture and Sight-singing*
Henry Gruhler, *Piano*
Mrs. Henry Gruhler, *Voice Culture*
Miss Julia Brewer and Miss Lovie Lee Jones, *Assistants in Piano*
Miss Sophie Reynolds, M.L., *Elocution and Expression*
Miss Hattie Farrier, *Stenography, Typewriting, and Bookkeeping*
Mrs. Laura B. Watson, *Matron*
Mrs. Mary Seay, *Housekeeper*
Miss Lillian A. Eckloff, *Principal of the Academy*

On September 27, 1899, the doors were first opened to students. Job's comforters had been as lugubrious about the number of students as they had been about finances. The president of another college in the state said to one of the loyal supporters of the new enterprise, "Even if you get your house built, it will be ten years before you can enroll fifty students." On the opening day 180 students applied for admission, a number so far exceeding the trustees' most sanguine expectations that another building on the same square had to be bought to house the overflow.

Mr. Blasingame served only one year, and at his resignation the trustees chose as president of the college, Richard Tilman Vann, one of the original committee of nine, and at that time pastor of the Baptist church at Scotland Neck. The growth of the college was steady. In 1911 Dr. Vann reported that in spite of a three-fold increase in its dormitory space, only four times at the opening of its sessions was it able to furnish rooms for all who applied. "Beginning with one building," Dr. Vann wrote, "with 220 students, twenty-one officers and teachers, scant musical and scientific equipment, no library, and a debt of $43,000, it was able to report in eleven years six buildings, 390 students, thirty-five officers and teachers, a library of 3,000 volumes, an equipment of $15,000, and a plant appraised at $277,300, and an endowment of $54,000."

Progress in ways other than material was also marked. The name, Baptist Female University, was in 1905 changed to the Baptist University for Women, and in 1909, at the suggestion of Dr. R. T. Vann, to Meredith College, in honor of Thomas Meredith, who introduced in the convention the 1838 resolutions. Laughable as the original name seems now, it speaks volumes for the ideals and purpose of the founders of the college. *Female,* as one of the alumnæ has said, "went in good society in the nineties," and a university stood for all that was highest in academic accomplishment. Too many young ladies in that day were taught accomplishments which would make of them ornaments of the home, rather than solid subjects which

would really develop their minds. It was feared not only that their health would suffer under the strain if they were given the same studies as their brothers, but that it would spoil them for domesticity, and rob them of their feminine charm. North Carolina women of a later generation have cause to be grateful for the firm belief of those who wished their college for women to be "a Female College of elevated character, with a high grade of scholarship" that, to quote the first catalogue, "every equipment for the education of young men is but the more cogent with respect to young women." It was because of this belief that the cherished offspring was named the Baptist Female University.

As the name became less pretentious, so did the curriculum. The first catalogue offered courses in the School of Arts, Science, and Philosophy; the School of Music; the School of Art; the School of Elocution and Expression, and the School of Business. In addition to these, elementary work was offered, and graduate work leading to the M.A. Degree. The college course was divided into three years, junior, intermediate, and senior, with seminary courses which must have constituted the graduate work. Students completing the four-year course in music or in art were granted diplomas. Music students who preferred not to take anything but theoretical and practical music were granted a certificate at the completion of that work. A certificate was awarded for the one-year business course. The first class, with ten students, was graduated in 1902. In 1909 the business department (all the schools eventually dropped to departments) was discontinued; in 1911 the M.A. Degree and the awarding of certificates; in 1912 the O.B. (Bachelor of Oratory). The first seven years of the preparatory department was discontinued after 1912, and the four years of high school, one at a time, over a period of years from 1914 to 1917. For the first few years of its existence, the preparatory students had far outnumbered the college students. In September, 1914, the Department of Home Economics was added, the students receiving a B.S. in Home Economics till 1926, since which time the work has conformed to the requirements for the A.B. Degree.

Entrance units first appeared in the catalogue in 1908–1909, when 12½ units (11½ Carnegie Units) were required for entrance in 1909-1910. Elizabeth Avery Colton, in appraising the entrance requirements of Meredith from its beginning, estimated that from 1899-1900 to 1911-1912 its entrance standard had become exactly four times higher, having been raised from 3.5 units (less than a year of high school work) to 14 units.

To Dr. Richard Tilman Vann, more than to any one other person, is due the stability of the material, academic, and spiritual foundations of Meredith College. His foresight, his undaunted enthusiasm,

his ceaseless toil, his sublime faith, and his lovable personality made possible the Meredith of today. He was ably supported by the loyalty of the board of trustees and the faculty. It is impossible, among so many, to give credit to all to whom it is due, but four names among Dr. Vann's co-workers on the faculty must be mentioned. No history of Meredith, or no part of a history of the education of women in the South could be written without mention of Elizabeth Avery Colton, who was a member of the Meredith faculty from 1908 till her death in 1924, and whose heroic work in raising the standards of colleges for women in the South needs no comment. Miss Ida Poteat, sister of Dr. W. L. Poteat, president-emeritus of Wake Forest College, is the only one of the original faculty who is still at Meredith, and hers is still the youngest heart among us. Richard Steele's comment on a lady of his acquaintance could well be applied to Miss Poteat, "To love her was a liberal education." Her fine feeling for art and the æsthetic and spiritual ideals of which her life, as well as her teaching, is an embodiment are of untold value to the students. Dr. Elizabeth Delia Dixon Carroll was from the beginning of the institution till her death, in 1934, the college physician. Her medical skill, her vital personality, her breadth of interests and her joy in living have influenced powerfully generations of Meredith graduates. Mr. J. Gregory Boomhour has been a member of the faculty since 1904, and has for most of the time been dean of the college. His granite-like firmness in matters of academic principle, his acumen, and his never-ending patience and sympathy make of him a well-nigh ideal dean.

In 1915, when Dr. Vann resigned to become educational secretary of the Baptist State Convention, the trustees were most fortunate in electing as his successor Dr. Charles E. Brewer, who still holds that office. Long known and loved as dean of Wake Forest College before his coming to Meredith, he has given to Meredith twenty years of devoted, intelligent service. During his administration the endowment has grown from approximately $114,000 to $479,770.02. Of this sum the General Education Board contributed $73,000, one dollar for two contributed by the North Carolina Baptists in the Southern Baptist Convention's $75,000,000 campaign. Mr. B. N. Duke personally gave $50,000. The rest came from the sacrificial giving of its supporters, for during its growth, as well as in its beginning, Meredith has been aided by small gifts from many rather than large gifts from a few. Dr. Brewer's task has been the harder on that account, but it has meant that the college is nearer and dearer to the hosts of North Carolina Baptists than it would otherwise be.

It was under Dr. Brewer's guidance that one of the most important steps in the history of the college was taken. For years he and others had felt that the city square was too crowded to be a permanent home

for such a college as Meredith hoped to be. Land there had to be bought by the foot, rather than by the acre. So near to the down town section as it was, the site became noisier and noisier as the city grew. In 1921 the trustees voted to move the college, and at its next session, the convention approved the move. There were honest differences of opinion as to the wisdom of the move, but gradually plans were crystallized, and those trustees and friends who were opposed to the move with fine spirit aided in turning this new leaf in the history of the college. A site was chosen on Hillsboro Road, a little more than three miles west of the Capitol. The project was financed by the sale of the old quarters in town, and by the Baptist State Convention's issue of bonds for $750,000. The corner stone of the new college was laid December 11, 1924. On the grounds of 130 acres, six permanent buildings were erected: four dormitories—Jones Hall, Faircloth Hall, Vann Hall, and Stringfield Hall; a dining-room and kitchen, and an administration building, Johnson Hall, which also houses the library, the parlors, and the literary society halls. Vann and Stringfield were named in honor of R. T. Vann and O. L. Stringfield, who have been discussed. Faircloth was named for the Hon. W. T. Faircloth, one of the original twenty-five trustees, who left $23,000 for a building on the old site. Jones and Johnson commemorate Wesley N. Jones and Livingston Johnson, who served long and faithfully as trustees of the college. The college was moved during the Christmas holidays in 1925-1926.

The actual cost of building always exceeds the estimated cost. Moreover, the move was made in the rosy pre-depression days, when a debt of nearly a million seemed a small matter. Since then Dr. Brewer, with the trustees and the Secretary of the Baptist State Convention, have had to face grave financial crises. Yet the smallest freshman can bear witness that, through it all, no matter how grave his college cares or how endlessly minute the details of administration, Dr. Brewer always has time for a sympathetic, careful consideration of her own individual problems. This quality of his has been one of the most vital factors in giving to Meredith the unusually friendly atmosphere which has been and is apparent to students, faculty, and visitor.

The student body is remarkably free from cliques and social distinctions. There are no sororities or secret organizations of any sort. From the second year of its existence till 1931-1932 there was a co-operative club, in which the girls did their own housework, under the direction of an experienced dietitian, thereby reducing the cost by fifty or sixty dollars. From ninety to one hundred sixty girls usually ate in the club dining-room. Such students held precisely the same position in the college organizations that the other students held, and were as vital a part of the college community. Since 1931

the club has been replaced by a system of student waitresses in the main dining-room. There are numerous other ways in which a student may pay part of her expenses, for Meredith has always encouraged students with determination and courage to help themselves.

In the fall of 1911, the college first began to require the fourteen entrance units prescribed by the Association of Colleges and Secondary Schools of the Southern States, and it increased them to fifteen when that association raised its requirements. Ten years more were required, however, before the college could meet the other requirements as to training and salaries of the faculty, number of volumes in the library, the maximum size of the classes, and the like. In the fall of 1921 it was admitted to full membership in the association. In 1924 its A.B. graduates were admitted to full membership in the American Association of University Women, not merely from 1915, the first graduating class to have presented 14 units for entrance, but from 1902, its first graduating class. In 1927 the American Association of Universities put Meredith on its list of approved colleges, an honor granted at that time to no other college for women in the State, and to only three other institutions: The University of North Carolina, Duke University, and Davidson College.

The college now offers two degrees, the B.S., which is awarded to students who have completed the four-year course in music, and the A.B. For both degrees 120 semester hours are required, with 90 honor points. Last year the total enrollment was 546, with fifty-five officers and teachers. There have been, since 1902, 1,504 graduates, the majority of whom received the A.B. degree.

Its graduates have received A.M. degrees from Brown, Columbia, Cornell, Duke, Oberlin, Radcliffe, Wellesley, Yale, the University of North Carolina, and other leading institutions; Ph.D. degrees from Cornell and Columbia; M.D. degrees from George Washington University, the University of Pennsylvania, and the Woman's Medical College in Philadelphia; and degrees in Library science from Simmons, Columbia, and the University of North Carolina. Other graduates have done work at various religious and missionary training schools. Among its alumnæ are teachers, college presidents and deans, librarians, social service workers, clerical workers, religious workers, play directors, radio musical directors, professional and commercial artists, a dress designer, nurses, demonstrators, technicians, doctors, buyers for department stores, as well as a large number of housekeepers and homemakers.

Meredith College has striven to abide by the ideals of its founders. In each resolution or motion introduced in the convention concerning its establishment, the importance of a high order of scholarship is coupled with the importance of religious training. An early issue of its catalogue states: "The College is trying to carry out the ideals

of its founders in character building as well as in scholarship. Its intention is to provide not only thorough instruction, but culture made perfect through the religion of Christ Jesus." Spiritual training and religious influence have never been made a substitute for, but an accompaniment to academic integrity; both are cherished ideals for Meredith. There is in the Folger Memorial Library in Washington a dedicatory tablet which runs thus: "To the glory of William Shakespeare and to the greater glory of God." The desire of the founders of the college and of those who are building on that foundation is that Meredith shall be dedicated to the glory of sound scholarship and to the greater glory of God. The word *Lux* on its seal is symbolic of the light of the understanding, and of that Light which lighteneth the world.

The material for this paper has been gathered from the following sources:

Johnson, Livingston—*History of the Baptist State Convention of North Carolina.*

Vann, R. T.—*Historical Sketch of Meredith College,* in the January, 1911, issue of the *Quarterly Bulletin* of Meredith College.

A Retrospect—A Prospect, June, 1925, *Quarterly Bulletin* of Meredith College.

Catalogues of Meredith College, 1900-1935.

MEREDITH COLLEGE HONOR ROLL

Fall Semester, 1935-1936

First Honor

Nancy Allen, Wadesboro; Lisette Allgood, Roxboro; Alice Andrews, Raleigh; Nellie Ball, Raleigh; Ruby Barrett, Laurinburg; Flora Kate Bethea, Latta, S. C.; Nina Binder, Mount Airy; Margaret Blanchard, Rose Hill; Blanche Buffaloe, Garner; Margaret Bullard, Raleigh; Henrietta Castlebury, Raleigh; Lucile Cates, Mebane; Mary Chandler, Durham; Beth Gilbert Crabtree, Raleigh; Mildred Ann Critcher, Lexington; Mildred Crowder, High Point; Elizabeth Davidson, Raleigh; Miriam Early, Winston-Salem; Eleanor Edwards, Cary; Dorothy Finlator, Raleigh; Melba Gaskins, Spring Hope; Alice Goodman, Raleigh; Madeline Hall, Woodsdale; Adelaide Harris, Norwood; Laura Mae Hilliard, Cary; Margaret Hines, Manteo; Mary Elizabeth Jenkins, Anacastia, D. C.; Catherine Johnson, Winston-Salem; Ethel Jones, Cary; Helen Jones, Selma; Betty Kichline, Raleigh; Ethel Knott, Oxford; Margaret Kramer, Elizabeth City; Mary Martin, Lexington; Martha Messenger, Port Washington, N. Y.; Kathleen Midgett, Elizabeth City; Ruth Nowell, Cary;

Edna Lee Pegram, Raleigh; Jessie Mae Perry, Wingate; Lucy Mae Perry, Millbrook; Pauline Perry, Winston-Salem; Frances Pittman, Kinston; Alice Poe, Raleigh; Grace Porter, Rockingham; Helen Rivers, New Bern; Elizabeth Rodwell, Warrenton; Harriet Rose, Wadesboro; Norma Rose, Wadesboro; Helen Ruffin, Raleigh; Ruth Sears, Morristown; Susan Emma Sloan, Morganton; Katherine Shuford, Lexington; Ella Frances Tatum, Raleigh; Annie Mae Taylor, Oxford; Mary Cathren Walters, Hester; Ida Leane Warren, Spring Hope; Dorothy Washburn, Shelby; Charlotte Wester, Henderson; Rachel Williams, Wingate; Mary Elizabeth York, Cary.

Second Honor

Annie Mae Banks, Raleigh; Barbara Behrman, Greensboro; Ruth Ray Abernethy, Raleigh; Carrie Bowers, Littleton; Ann Bradsher, Roxboro; Dorothy Dean Browne, Ahoskie; Catherine Canady, Kinston; Sada Louise Clarke, Severn; Ann Elizabeth Coward, Goldsboro; Norma Lee Dawson, Wilmington; Dorothy Dockery, Mount Gilead; Nina Elizabeth Gilbert, Benson; Louise Helsabeck, King; Helen Hilliard, Scotland Neck; Faith Hite, Elizabeth City; Annabelle Hollowell, Elizabeth City; Dorothy Horne, Wilson; Elizabeth Jacobs, Scottsboro, Ala.; Elizabeth Johnson, Raleigh; Edith Levine, Astill, S. C.; Helen Melton, Hendersonville; Lucille Parker, Monroe; Ella Louise Payne, Hertford; Ella Ruth Perry, Colerain; Lucy Mae Perry, Millbrook; Nancy Ann Riddle, Raleigh; Virginia Rollins, Alexandria, Va.; Susan Rudisill, Greenwood, S. C.; June Fay Sewell, Dover, Fla.; Lucile Shearon, Bunn; Kate Mills Suiter, Scotland Neck; Emily Thompson, Apex; Mary Lee Watkins, Cary; Evalan Williams, Raleigh.

POINTS

No. of Classes per week	*Points for first honor*	*Points for second honor*
12	27	22
13	29	24
14	31	26
15	33	28
16	35	30
17	37	32
18	40	34

GRADES

A gives 3 points per semester hour of credit.
B gives 2 points per semester hour of credit.
C gives 1 point per semester hour of credit.
D gives 0 point per semester hour of credit.
E gives —1 point per semester hour of credit.
F gives —2 points per semester hour of credit.

SERIES 29 MARCH, 1936 No. 3

MEREDITH COLLEGE

RALEIGH, N. C.

QUARTERLY BULLETIN

THIRTY-SEVENTH CATALOGUE NUMBER
ANNOUNCEMENTS FOR 1936-1937

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under the Act of Congress of July 16, 1894

1936

JANUARY							APRIL							JULY							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4				1	2	3	4				1	2	3	4					1	2	3
5	6	7	8	9	10	11	5	6	7	8	9	10	11	5	6	7	8	9	10	11	4	5	6	7	8	9	10
12	13	14	15	16	17	18	12	13	14	15	16	17	18	12	13	14	15	16	17	18	11	12	13	14	15	16	17
19	20	21	22	23	24	25	19	20	21	22	23	24	25	19	20	21	22	23	24	25	18	19	20	21	22	23	24
26	27	28	29	30	31		26	27	28	29	30			26	27	28	20	30	31		25	26	27	28	29	30	31

FEBRUARY							MAY							AUGUST							NOVEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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							31							30	31												

MARCH							JUNE							SEPTEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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8	9	10	11	12	13	14	7	8	9	10	11	12	13	6	7	8	9	10	11	12	6	7	8	9	10	11	12
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1937

JANUARY							APRIL							JULY							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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31																					31						

FEBRUARY							MAY							AUGUST							NOVEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6							1	1	2	3	4	5	6	7		1	2	3	4	5	6
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21	22	23	24	25	26	27	16	17	18	19	20	21	22	22	23	24	25	26	27	28	21	22	23	24	25	26	27
28							23	24	25	26	27	28	29	29	30	31					28	29	30				
							30	31																			

MARCH							JUNE							SEPTEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6			1	2	3	4	5				1	2	3	4				1	2	3	4
7	8	9	10	11	12	13	6	7	8	9	10	11	12	5	6	7	8	9	10	11	5	6	7	8	9	10	11
14	15	16	17	18	19	20	13	14	15	16	17	18	19	12	13	14	15	16	17	18	12	13	14	15	16	17	18
21	22	23	24	25	26	27	20	21	22	23	24	25	26	19	20	21	22	23	24	25	19	20	21	22	23	24	25
28	29	30	31				27	28	29	30				26	27	28	29	30			26	27	28	29	30	31	

Calendar for the Year 1936-1937

Sept.	9. Wednesday	9:00 a.m. MATRICULATION AND REGISTRATION of new students. Examinations for making up conditions of last semester.
Sept.	10. Thursday	9:00 to 3:00. MATRICULATION AND REGISTRATION of former students.
Sept.	10. Thursday	8:00 p.m. Formal opening.
Sept.	11. Friday	8:30. LECTURES and CLASS WORK begin.
Nov.	20-24.	Applications and schedules of students who are to take examinations for making up conditions are to be filed in the Dean's office.
Nov.	26. Thursday	THANKSGIVING DAY, a holiday.
*Dec.	22. Tuesday noon	CHRISTMAS VACATION begins.
Jan.	5. Tuesday 1:45	CHRISTMAS VACATION ends.
Jan.	12-19.	Students may submit to the Dean their schedules of work for the second semester.
Jan.	20-26.	FIRST SEMESTER examinations.
Jan.	27. Wednesday	MATRICULATION and REGISTRATION of all students for the second semester. 10:00-1:00.
Jan.	28. Thursday	LECTURES and CLASS WORK of second semester begin.
Feb.	5. Friday	FOUNDERS' DAY.
*Mar.	25. Thursday noon	SPRING VACATION begins.
Mar.	30. Tuesday 1:45	SPRING VACATION ends.
Apr.	20-23.	Applications and schedules of students who are to take examinations for making up conditions of the first semester are to be filed in the Dean's office.
May	14-21.	Students may submit to the Dean their schedules of work for 1937-1938.
May	22-28.	SECOND SEMESTER examinations.
May	31. Monday	COMMENCEMENT.

Calendar for Summer Session, 1936

AT WAKE FOREST AND MARS HILL COLLEGE

June	10.	SUMMER SESSION opens.
Aug.	8.	SUMMER SESSION closes.

* On the day immediately preceding holidays the classes of the first four periods will meet, beginning at 8:00 and ending at 12:00.

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Terms Expire 1937

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Terms Expire 1939

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PROFESSOR OF MUSIC

MAY CRAWFORD

Graduate, Brownell Hall, Omaha, Nebraska; Student, University of Nebraska School of Music; four years in Paris; Piano with Wager Swayne; Harmony and Analysis with Campbell-Tipton; Solfeggio and Theory with Emile Schvartz of Paris Conservatoire; Pupil of Harold Bauer, Juilliard School of Music, New York, Summer 1934, 1935

ASSOCIATE PROFESSOR OF PIANO

CHARLOTTE ELIZABETH ARMSTRONG

New England Conservatory, Boston; Institute of Musical Art, New York City; Pupil of Felix Winternitz, Jacques Gordon, Anton Witek, Charles Martin Loeffler and Paul Stoeving; Orchestration, Stuart Mason, Boston University, History of Music with Glenn Gildersleeve and Waldo S. Pratt

ASSOCIATE PROFESSOR OF VIOLIN

ETHEL M. ROWLAND

Diploma Boston Normal School; Voice work with Leverett B. Merrill of Boston, Herbert W. Greene, New York, and Harmony with Osborne McConathy; Certificate in Public School Music from Silver Burdette Summer School; Courses in Harvard Summer School in Appreciation of Music

ASSOCIATE PROFESSOR OF VOICE

AILEEN McMILLAN, B.MUS.

Converse College, B.Mus.; Graduate work with Arthur Foote, John Carver Alden, Boston; Isadore Phillipp, Conservatory of Music, Fontainebleau, France

ACTING ASSISTANT PROFESSOR OF PIANO

RAGNA MARGRETHE OTTERSEN, B.A., B.MUS.ED.

St. Olaf College, B.A.; Northwestern University, B.Mus.Ed. Conducting with F. Melius Christiansen; former member St. Olaf Lutheran Choir; Public School Music Methods with Osborne McConathy and John W. Beattie; Music Appreciation with Edith Rhetts and Sadie Rafferty; Voice with Loyal Phillips Shawe

ASSISTANT PROFESSOR OF PUBLIC SCHOOL MUSIC

PAULINE WAGAR, B.Mus., M.Mus.

Ohio Wesleyan University; Oberlin Conservatory of Music, B.Mus., M.Mus.; Theory with Arthur E. Heacox, Friedrich J. Lehmann, Normand Lockwood; 'Cello with Friedrich Goerner and John Frazer

ASSISTANT PROFESSOR OF 'CELLO AND THEORY

*VIRGINIA BRANCH, B.Mus.

Meredith College, B.Mus.; Pupil of Edwin Hughes; Pupil of Sascha Gorodnitzki of the Juilliard School of Music

INSTRUCTOR IN PIANO

MARY PETTIGREW LEE, B.Mus.

Meredith College, B.Mus.; Student of the Diller-Quaile School of Music of New York

INSTRUCTOR IN PIANO

Student Assistants

ELISABETH DAVIDSON
KATHERINE SHUFORD
ELLA FRANCES TATUM
Student Assistants in Biology

FRANCES JONES
MARGARET KRAMER
ELIZABETH McKNIGHT
RUTH ALICE WARD
Student Assistants in Chemistry

KATHRYN ALDRIDGE
MIRVINE GARRETT
ANNABEL HOLLOWELL
GWENDOLYN KESTER
KATHERINE MARTIN
FRANCES PITTMAN
NORMA ROSE
JUNE FAY SEWELL
CHARLOTTE WESTER
Student Assistants in the Library

EMILY BETHUNE
DOROTHY LOWDERMILK
MARY BRYCE SUMMERLIN
Student Assistants in Physical Education

PAULINE PERRY
Student Assistant in Psychology

*On leave of absence, 1935-'36.

Faculty Committees

Absences—Miss Clark, Chairman; Miss Biggers, Miss English.
Advanced Standing—Miss Johnson, Mr. Boomhour, Miss Barber, Mr. Canaday.
Appointments—Mr. Tyner, Miss Poteat, Mr. Spelman.
Athletics—Mrs. Sorrell, Miss Yarbrough, Miss D. Tillery.
Bulletin—Miss Harris, Miss Porter, Mrs. Wallace.
Catalogue—Mr. Boomhour, Mr. Canaday, Miss Johnson.
Classification—The Dean, with the heads of the departments.
Executive—President Brewer, Dean Boomhour, Dean of Women, Miss Johnson, Miss Allen, Miss Poteat.
Lectures—Mr. Riley, Miss Winston, Miss Harris.
Library—Mr. Freeman, Miss Allen, Miss Brewer, Miss Harris, Miss M. Tillery.
Petitions — Dean Boomhour, Mr. Freeman, Miss Winston, Miss Keith, Mr. Riley.
Public Functions—Miss Biggers, Mrs. Sorrell, Miss White.
Concerts—Mr. Spelman, Miss Crawford, Miss Armstrong.
Freshman Orientation—Miss Johnson, Mrs. Wallace, Miss Biggers, Miss English.

Officers of the Alumnae Association, 1935-1936

President—Mrs. Gordon Maddrey, Woodland, N. C.
Vice President—Mrs. Cleveland Thayer, Asheboro, N. C.
Vice President Asheville Division—Mrs. Clyde R. Hoey, Jr., Canton, N. C.
Vice President Charlotte Division—Mrs. D. E. Henderson, Charlotte, N. C.
Vice President Elizabeth City Division—Mrs. Randolph Butler, Rocky Mount, N. C.
Vice President Greensboro Division—Mrs. James E. Adams, Warrenton, N. C.
Vice President Wilmington Division—Mrs. J. Abner Barker, Roseboro, N. C.
Recording Secretary—Katherine Matthews, Raleigh, N. C.
Executive Secretary and Treasurer—Mae Grimmer, Meredith College.
Commencement Speaker—Mrs. Wm. H. McMurray, Swannanoa, N. C.
Alternate Speaker—Chloris Kellum, Durham, N. C.

Meredith College

Foundation

Meredith College, founded by the Baptist State Convention of North Carolina, was granted a charter by the State Legislature in 1891, and was first opened to students on September 27, 1899. It is named Meredith College in honor of the Reverend Thomas Meredith, for many years a noted leader of the Baptist denomination in North Carolina. This name is especially appropriate, for Thomas Meredith presented a report to the Baptist State Convention of 1838 strongly recommending the establishment of an institution in Raleigh for the higher education of women.

Location

Meredith College is admirably located near the western boundary of the city of Raleigh. That Raleigh is an educational center is clearly shown by the number of schools and colleges located in its midst. The city is situated on the edge of a plateau which overlooks the coastal plain, and is 365 feet above the sea-level; thus it is favorably affected both by the climate of the seacoast and by that of the mountains. The site on which stand the buildings of Meredith College is 470 feet above the sea-level, and contains 130 acres of land. State highways numbers 10, 90, and 50 pass through the southern edge of the property, and there is a frontage of 1,800 feet on the Seaboard and Southern railroad tracks. Water is secured from the city of Raleigh; it is of excellent quality and is tested regularly by experts.

There are two groups of college buildings. One group consists of permanent, fireproof structures, and provides four dormitories, a library and administration building, and a dining room and kitchen building. The dormitories are three stories in height, and will accommodate one hundred and twenty-five students each. The dormitories are so arranged that there is a

bathroom between each two living rooms. Each living room provides for two students, and there is a separate closet for each occupant.

The other group of buildings consists of four temporary structures. One of these provides for auditorium and music studios and practice rooms. A second one has accommodations for the science departments. The equipment in these laboratories is the best that can be procured. A third building in this group provides classrooms and offices for other departments. The fourth building is a gymnasium, well equipped for its purpose.

Laboratories

Laboratories are furnished with water and gas, together with necessary supplies for individual work in chemistry, physics, biology, and home economics.

The State Museum, to which additions are continually being made, is accessible to the departments of science.

Library

The library is in charge of a trained librarian, and is scientifically classified and catalogued.

There are 19,001 volumes and 4,077 pamphlets in the library. These have been selected by heads of departments, and are in constant use by students. One hundred and seventy-five periodicals, forty-nine college magazines, and nine newspapers are received regularly throughout the college year.

In addition to the library of Meredith College, the Olivia Raney Library and the State Library are open to students. The State Library offers to students of American history unusual advantages in North Carolina and Southern history.

Religious Life

Religious activities have a definite place on the college campus. The Baptist Student Union coördinates all the religious life

through a council made up of general officers and the presidents of the four unit organizations: Y. W. A., B. Y. P. U., Sunday school, and World Fellowship Group. An all-time religious secretary advises and directs the work.

The Young Woman's Auxiliary has a vesper service each Sunday evening, except the first one of each month, when the ten circles meet on the halls of the dormitories. This organization maintains a definite denominational affiliation, and all missionary contributions are directed through denominational channels.

The eleven B. Y. P. U.'s meet every Wednesday evening, first in a general meeting, and then in separate unions.

The Meredith Sunday School Department is made up of seven classes in the four different Baptist churches attended by Meredith girls: four classes at First Baptist, one at Tabernacle, one at Hayes-Barton, and one at Pullen Memorial. Members of other denominations attend the churches of their own communion.

Students interested in special forms of religious service, either on the foreign field or at home, find helpful associations in the World Fellowship Group. This year there are twenty-five members.

Classes in Mission Study and Sunday School and B. Y. P. U. work are given during each college year.

All regular students are required to attend the chapel services five days each week. All boarding students, except seniors, are required also to attend Sunday school and church services each Sunday morning, five absences without excuse being allowed during the year.

Government

A system of student government prevails in the college, the basis of which is a set of regulations agreed to by faculty and students. The executive committee of the Student Government Association has general oversight of order and deportment among the students. An advisory committee from the faculty, however, assists the students in the solving of difficult problems.

The restrictions imposed by this system of government are believed to be only those which will tend to bring about a normal, wholesome student life; and any who are not willing to be guided by them should not apply for admission to the college.

Students whose general influence has not been good may be asked to withdraw.

Residence

All students not living in their own homes or with near relatives are required to live in the college dormitories. The number of resident students may not exceed five hundred.

Recognition

Meredith College is a member of the Southern Association of Colleges and Secondary Schools. Graduates who hold Meredith College degrees are eligible for full membership in the American Association of University Women. Meredith College is also on the list of colleges approved by the Association of American Universities.

The Trustees of Meredith College are offering one hundred scholarships for the session of 1936-'37. Each scholarship will be worth $75.00 to its holder. It will go to the girl making the highest or next highest average in her high school course. If interested, consult your superintendent or principal, or write President, Meredith College, Raleigh, N. C.

Hygiene and Care of the Sick

A well-equipped infirmary, under the direction of a graduate nurse, is maintained for the benefit of students unable to attend regular work on account of sickness.

The physician in charge holds office hours at the college, at which time students may consult her upon all subjects of hygiene or concerning their personal health. The general laws

of health are enforced as far as possible. It is the purpose of the college physician to prevent sickness by means of the knowledge and proper observance of hygienic conditions. The diet of the sick is under the direction of the physician and nurse.

All necessary ocular and dental work for students should be attended to before they come to college or during a vacation. In emergencies this work may be done by specialists in Raleigh without loss of time from classes.

Vaccination against typhoid fever is strongly advised. It should be administered before the student enters college.

Literary Societies

There are two literary societies: Philaretian and Astrotekton, meeting every Monday evening. These societies are organized to give variety to the college life and to promote general culture.

In each society there is offered a memorial medal for the best English essay. The Carter-Upchurch medal of the Astrotekton Society is the gift of Mr. Paschal Andrews Carter, of New York City. The Minnie Jackson Bowling medal of the Philaretian Society is given by Dr. Edward Holt Bowling, of Durham.

It is believed that secret societies are undemocratic and will detract from the interest and value of the literary societies. The organization of sororities or social clubs of any sort is, therefore, prohibited.

College Publications

By the College

The Bulletin.—This is the official publication of the college, and appears quarterly. It will be mailed to any address regularly upon request to the President.

By the Students

The Acorn.—This is the literary magazine of the students. It will be mailed to any address upon receipt by the business manager of the subscription price—two dollars and fifty cents.

Oak Leaves, the college annual, is published by the literary societies. Anyone desiring a copy should communicate with the business manager of the annual.

The Twig.—Published fourteen times a year by the students. Communications should be addressed to the business manager of *The Twig.*

Personal Items

Students should bring with them towels, sheets, pillow, pillowcases, couch covers (or counterpanes), and all other bed coverings that are likely to be needed. Those expecting to arrive in Raleigh in the afternoon or at night should put sheets and towels in their suitcases. All rooms are furnished with single beds.

All laundry must be clearly marked with indelible ink.

The laundry fee ($10.00) collected by the college covers cost of flat work only. Each student may have each week two sheets, two pillowcases, one counterpane, four towels, one bureau scarf.

Each student should be provided with overshoes, an umbrella, and a raincoat.

All windows are provided with shades. Curtains, draperies, rugs, and pictures from home will make the room more attractive.

Summer Session

Meredith College combines with Wake Forest College to operate a summer session. Wake Forest has operated a summer Law School for more than forty years, and has operated an academic division for fifteen years. In 1933 Meredith joined its forces with those of Wake Forest to enlarge and strengthen the summer session. In 1935 two divisions of the summer session were operated; one at Wake Forest and the other at Mars Hill College. Mars Hill has been in operation for more than three quarters of a century, and is placing its resources at the

command of the two colleges, and is coöperating in every way to make the summer session outstanding in spirit and in the type of work done. Both divisions are on a parity and are fully accredited by the State Department of Education for all the certificates issued by the department—elementary, high school, principal's, and superintendent's.

The courses offered are an integral part of the work of the coöperating colleges and offer excellent opportunities for college students to earn additional credits toward degrees, and for teachers to earn credits for their own advancement and for raising their certificates. Nine to ten semester hours constitute the normal load for the nine weeks session.

A separate bulletin is issued for the summer session.

Expenses

Semester

Board, literary tuition, room (with light, heat, and water), and other college fees.....$212.50

The room reservation fee of $10.00, paid before assignment of room, is included in the above charges, and will be credited on the semester's account.

Payment of Fees, Session 1936-1937

At Fall Semester Matriculation:

By resident students.....$100.00
By day students..... 30.00
By special students, one-half of semester's fees.

On November 10, by all students, balance of account for fall semester.

At Spring Semester Matriculation:

By resident students.....$100.00
By day students..... 30.00
By special students, one-half of semester's fees.

On March 31, by all students, balance of account for spring semester.

Departmental fees are extra, as follows:

		Per Semester
Piano	$37.50	$45.00
Organ		45.00
Violin	$37.50	45.00
Cello	$37.50	45.00
Voice	$37.50	45.00
Art		35.00
Art studio		2.50
Art Education 20-21		2.00
Art 35, Industrial		2.00
Single lessons in art		2.50
Chemical laboratory fee		2.50
Biological laboratory fee		2.50
Physics laboratory fee		2.50
Cooking laboratory fee		7.50
Sewing laboratory fee		1.00
Use of piano one hour daily		4.50
For each additional hour		2.25
Use of pipe organ, per hour		.25

Expenses of Day Students

	Per Semester
Tuition	$ 60.00
Library fee	5.00

Departmental fees are extra, according to courses taken.

See statement of departmental fees above.

Expenses of Special Day Students

	Per Semester
For one-class course	$ 20.00
For two-class course	40.00
For three-class course	60.00

Subjects with laboratory courses require payment of laboratory fees.

Graduation fee, including diploma, $5.00.

Directed teaching fee, $15.00.

Home management apartment fee, $10.00.

If a student withdraws from the institution, or is sent away for misconduct, before the semester expires, no charges for tuition, room rent, or incidental expenses for that semester, and no charges for board for the quarter in which she leaves will be refunded. But in event of sickness of such a nature as in the opinion of the college physician requires the retirement of the student, the charges for board may be refunded from the date of retirement, upon the order of the executive committee; provided, that no reduction will be made for absence of less than four weeks.

In view of the uncertainty of the cost of provisions, the price of board cannot be guaranteed. It is hoped that no emergency will arise to require any additional charge.

The medical fee of $10.00 meets the charges for the college physician and the college nurse. Any service in addition to this, as well as all prescriptions, will be paid for by the patron receiving the benefit of the same.

The student budget fee is required of all resident students and of all day students taking as many as three subjects. This fee meets a student's obligations to the several student organiza-

tions, and includes subscriptions to the three student publications. The fee amounts to $10.00 per year and is handled through the Student Government Committee.

Registration

On days of registration at the beginning of each semester each student is required to pay to the bursar the required fee, and show receipt for same to the dean at the time of registration. Matriculation and registration are not completed until the course of study for the semester is approved by the dean.

No student may enter any class at the beginning of either semester until she has paid the required fee.

Any student who fails to register with the dean at the appointed time will be required to pay the bursar an additional fee of $1 and to show receipt for the same to the dean. This special fee of $1 will be required of those who are late in entering as well as those who neglect to arrange their courses with the dean, and will not be deducted from any bill. For time of registration, see page 30.

To secure rooms, application must be accompanied by a deposit of $10. No definite room can be assigned except at the college office. Any preference in rooms will be given in the order of application.

Admission Requirements

Fifteen units are required for admission to Meredith College. A student must meet the specific requirements of the course in which she seeks a degree.

Students are admitted to the college either (*A*) by certificate or (*B*) by examination.

A. The fifteen units offered for entrance must be certified by the principal of an accredited high school. A student who wishes to apply for admission by certificate should send to the president for a blank certificate, and have it filled out and signed by the principal of the school she is attending. This certificate should be filled out by the high school official and sent to Meredith College as soon as the final grades of the high school course are determined. All certificates should be filed in the president's office before August of the year in which the student wishes to enter.

B. Students who cannot present a certificate from an accredited school will be required to pass examinations before entering the college. Application for taking college entrance examinations should be made to the president of Meredith College before August of the year in which the student wishes to enter.

A student who presents the fifteen units for entrance, but who is deficient in some part or parts of the prescribed entrance requirements of the course for which she registers, will be allowed to enter the college. A student will be given two units of credit for entrance for a year's course in foreign language in the college. Deficiencies must be satisfied by the beginning of the third year.

Admission to College Classes

For admission to the freshman class a candidate must offer fifteen units of credit. A unit represents four one-hour recitations or five forty-five-minute recitations a week throughout a

secondary school year, and is estimated to be equivalent to one-fourth of the work of one year in the high school.

* Every candidate for the A.B. degree must offer:

English		4 units
Mathematics	Algebra	1.5 units
	Plane Geometry	1 unit
Foreign languages	Latin, French, German, †Spanish	2 units
History		1 unit
‡Electives		5.5 units
Total		15 units

Admission to Advanced Standing

A student applying for advanced standing or credit from another institution must present the following information:

(*a*) A certificate of honorable dismissal from the institution last attended. (*b*) An official transcript of her record at such institution, together with a catalogue that describes the courses taken. (*c*) Details of the units offered for college entrance and the name of the high school from which the entrance units were received. All of this information should be sent from the institution last attended to Meredith College at least two weeks before the opening of the session. Students who have completed two years of college work must indicate the two majors and the other subjects that they expect to pursue the first semester.

When the candidate comes from an institution belonging to the Southern Association of Colleges and Secondary Schools or an association of equal rank, she will be given credit for the

* Entrance requirements for those who are candidates for the B.S. degree with a major in piano, organ, violin, violoncello, voice, or public school music are given on page 86.

† Spanish is accepted for entrance, but no Spanish is offered in Meredith.

‡Electives may be chosen from the regular courses recommended by accredited high schools of North Carolina. Not more than two units of vocational subjects will be counted.

successful completion of courses that correspond to those offered by Meredith College. Credit for laboratory work will be estimated on the same basis as is allowed for corresponding work in Meredith College.

The maximum credit accepted from a junior college is sixty-two semester hours. Not more than thirty-two semester hours will be counted for the work of one year in a junior college.

Summer School Credits

The student should have the announcement of the summer school that she is to attend, and should secure the written approval of the heads of the departments for the courses that she plans to take. The names of these courses and the outline of the courses should be filed with the Committee on Advanced Standing before commencement. The student will be advised what credit will be allowed for the proposed summer work. The maximum credit allowed on a degree for a term of six weeks is seven semester hours; for nine weeks, ten semester hours; for twelve weeks, fourteen semester hours.

Definition of Entrance Requirements

ENGLISH (4 units)

The four units of English offered by students from an accredited high school will be accepted. Following the requirements of the National Conference on Uniform Entrance Requirements, the department expects that in all written work the student pay constant attention to spelling and punctuation, and to the structure of sentences, paragraphs, and whole compositions. In all oral work there should be constant insistence upon the elimination of personal speech defects, and of obscure enunciation. It is expected that the student be able to read with intelligence and appreciation work of moderate difficulty, and show familiarity with a few masterpieces.

FRENCH (2 units)*

FIRST-YEAR FRENCH (1 UNIT)

A. Careful drill in phonetics and grammar. Stress should be placed on French life and culture. Reading of 150-200 pages of easy French. Frequent dictations and oral exercises.

SECOND-YEAR FRENCH (1 UNIT)

B. Study of grammar continued. Reading of 300-400 pages of selected texts. Dictation and oral exercises. Geography of France and French civilization.

GERMAN (2 units)*

FIRST-YEAR GERMAN (1 UNIT)

A. Grammar and drill in pronunciation. Oral exercises and dictation. Reading of 150-200 pages from easy texts. German life and culture stressed.

SECOND-YEAR GERMAN (1 UNIT)

B. Grammar continued. Oral exercises and dictation. Reading of 300-400 pages of selected texts. Geography of Germany and German civilization.

LATIN (4 units)*†

FIRST-YEAR LATIN (1 UNIT)

(1) A thorough knowledge of forms and principles of syntax.

SECOND-YEAR LATIN (1 UNIT)

(2) Cæsar, four books. Grammar and constant practice in writing easy Latin sentences illustrating rules of syntax.

THIRD-YEAR LATIN (1 UNIT)

(3) Cicero, six orations, including the Manilian Law. At least one period a week should be devoted to prose composition.

FOURTH-YEAR LATIN (1 UNIT)

(4) Vergil, *Æneid*, six books. Study of meter and style. Prose composition, one period a week.

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* Entrance work in foreign languages exceeding two units may count as elective entrance units.

† The work of schools that follow the recommendations of the report of the Classical investigation will be accepted for any year of high school work.

HISTORY (4 units)*

The candidate may offer as many as four of the following units in history:

(a) Ancient history to the fifth century or to about 800 A.D., or early European history to about the beginning of the eighteenth century (1 unit).

(b) Medieval and modern European history, or modern European history from about the beginning of the eighteenth century (1 unit).

(c) English history (1 unit).

(d) American history (1 unit).

(e) Civics (½ unit).

MATHEMATICS (2.5 units)‡

ALGEBRA (1.5 UNITS)

The requirements in algebra include the following subjects: The four fundamental operations of algebra, powers and roots, factors, common divisors and multiples, fractions, ratio and proportions, inequalities, exponents, equations of the first and second degrees with one or more unknown quantities, radicals and equations involving radicals, arithmetical and geometrical progressions, binomial theorem for positive integral exponents.

Pupils should be required throughout the course to solve numerous problems which involve putting questions into equations. It is also expected that the work be accompanied by graphical methods in the solution of equations of all types.

It will require at least one and one-half years with four or five one-hour recitation periods a week to complete this work.

PLANE GEOMETRY (1 UNIT)

The usual theorems and problems of some good textbook in plane geometry, together with a sufficient number of original problems to enable the student to solve such problems readily and accurately.

To be acceptable, the work in plane geometry must cover a full year with four or five one-hour recitation periods a week.

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* Entrance work in history exceeding one unit may count as elective entrance units.

‡ An additional half-unit in algebra may be counted towards entrance if sufficient time has been given to the subject. No more than two units will be given for algebra. Solid geometry may be offered as an elective and counts one-half unit.

SOLID GEOMETRY (½ UNIT)

This work should complete the chapters on straight lines and planes in space, prisms and cylinders, pyramids and cones, and spheres. Special emphasis should be placed on applications, the student solving a large number of problems illustrating the theorems of the text.

BIBLE (Elective)

Entrance credit of one unit may be allowed for work in one or more of the following branches of religious education: (1) Bible history, (2) Sunday School pedagogy, (3) missions.

SCIENCE (Elective)

PHYSIOLOGY AND HYGIENE (½ UNIT OR 1 UNIT)

The candidate must be familiar with the general structure of the body, digestion, circulation, respiration, and the nervous system.

PHYSICAL GEOGRAPHY (½ UNIT OR 1 UNIT)

This course should include a detailed study of the land forms and physiographic factors. The course will require at least one year.

PHYSICS (½ UNIT OR 1 UNIT)

One year's work, including the principles of mechanics, heat, electricity, sound, and light. About one-third of the time should be given to individual laboratory work, which should be reported in carefully prepared notebooks.

BOTANY (½ UNIT OR 1 UNIT)

The student should acquire a knowledge of plant structure and development; a knowledge of the fundamental principles of plant nutrition, assimilation, growth, and reproduction; and a knowledge of the relation of plants to other living things. A large part of this information should be gained by laboratory and field work.

CHEMISTRY (½ UNIT OR 1 UNIT)

This course should include the general laws and theories of chemistry and make the student familiar with the occurrence, preparation, and properties of the common elements and their compounds.

GENERAL SCIENCE (½ UNIT OR 1 UNIT)

This course should serve as an introduction to the study of the various branches of science, and should be based on some standard text.

HOME ECONOMICS (½ UNIT OR 1 UNIT)

A full unit in cooking will not be given unless a notebook certified by the teacher is presented. A half-unit or a unit in this subject will be allowed, according to the time given to it. Two double laboratory periods will count for two recitations.

General Regulations of Academic Work

Routine of Entrance and Registration

1. *Enrollment.* All students, upon arrival in the city, will report to the office of dean of women and enroll.

2. *Matriculation.* Each semester every student will pay to the bursar the required matriculation fee. Days for matriculation are as follows: for the first semester, September 9 and 10, and second semester, January 27.

3. *Registration.* Each semester every student will come to the dean's office, exhibit her matriculation card, and have her course of study for the semester approved by the dean. Students must complete registration in the dean's office before three o'clock of the last day of registration. Days for registration: for the first semester, September 9 and 10, second semester, January 27, 10 a.m. to 1 p.m. The penalty for not completing registration on time is an extra fee of $1.00.

Reports

At the end of each semester a report is sent to the parent or guardian of the student, showing her grade of scholarship and number of absences from recitation and other college duties.

At the close of the first and third quarters parents and students are notified if students are not making satisfactory grades.

The grade of scholarship is reported in letters. A, B, C, and D indicate passing grades; E indicates a condition; F indicates that the student has failed and that the subject must be repeated in class.

The college reserves the right to exclude, at any time, a student whose academic standing or conduct it regards as undesirable.

Classification

Students are classified at the beginning of each semester. All freshmen are required to have at least fifteen standard units. For students who enter after the session of 1935-1936 the requirements for advancement in classification are as follows:

		Semester hours	*Quality points*
To sophomore	Fall	24	0
	Spring	39	12
To junior	Fall	54	24
	Spring	69	40
To senior	Fall	84	64
	Spring	102	84

Conditions

A student who is conditioned on any of the work of a semester will be given only one examination for removal of the condition.

Conditions for the work of the first semester must be removed on the first week of the next May, or on Wednesday of the opening week of the next session. Conditions for the work of the second semester must be removed on Wednesday of the opening week of the next session, or on the first week of the next December. If the student does not remove the condition at one of these two times she will be required to repeat the work in class.

A senior who has any condition at the end of the first semester must remove that condition before the end of the next March. A senior who has any condition on the work of the second semester will be given one opportunity to remove the condition during the first three days of the week following senior examinations.

A senior who does not have all conditions satisfied at the time specified will be dropped from the senior class. She will be given one opportunity to make up each condition at the regular

time for making up conditions during the following year, and will be graduated at the next commencement after she has made up all conditions.

No student will receive credit for work in any subject until her conditions or deficiency in that subject are removed.

No student will be allowed an examination on other dates than those arranged above until she shall have shown to the dean good reason for it and paid to the bursar one dollar for the library fund. In the case of conflict with other college duties, or illness, this fee will be remitted.

The Department of English may impose a condition in English composition upon a student who hands in to any department a paper which contains gross violations of the fundamentals of English composition.

Requirements for Graduation

To be entitled to a degree, the student must during her college course prove herself to be of worthy character, and must complete in a satisfactory way the course of work prescribed for the degree in the school from which she wishes to be graduated. Unless she comes from a senior college approved by the Southern Association of Colleges and Secondary Schools, or by an association of equal rank, the candidate for a degree must spend at least two years in residence. The last work that is to count toward a degree must be done at Meredith. One hundred twenty semester hours are required for graduation. The grades on the one hundred twenty semester hours must be sufficient to entitle the student to one hundred twenty quality points.* A student taking part of her work in another institution must make grades in Meredith College sufficient to entitle her to as many quality points as semester hours required in Meredith College.

A junior or senior taking a prescribed freshman course will receive only two-thirds of the regular credit for such course. A senior taking a prescribed sophomore course will receive only two-thirds of the regular credit for such course. This rule does not apply to General Psychology 20 or Religion 20, 21. Any deficiency in the number of prescribed hours resulting from the forfeiture of credit resulting from the application of this rule may be satisfied by substituting an equal number of hours of free elective credit. This rule applies to the "Group" requirements as well as to the "Requirements without option."

Underclassmen and juniors are required to take not less than fifteen hours of work a week. Seniors are required to take at least fourteen hours of work each semester.

No student may take more than sixteen hours work unless she passed in fifteen hours the preceding semester and has permission from the faculty.

*A grade of A gives three points, B gives two points, and C gives one point for each semester hour that counts towards graduation.

The maximum number of hours of credit that will be allowed during any semester is eighteen.

A student wishing to make up work under a tutor must consult the dean at the time she arranges her regular work.

Degrees

The college confers the degrees of Bachelor of Arts and Bachelor of Science.

The requirements for the A.B. degree are 21 semester hours of prescribed, 24 to 36 semester hours for the group chosen, 30 to 46 semester hours electives for majors and minors, and free electives sufficient to make a total of 120 semester hours (pages 35-36).

The requirements for the degree of Bachelor of Science with a major in piano, organ, violin, violoncello, composition, voice, or public school music are given on page 88.

Preparation for Technical Work

For students who are preparing to enter technical schools, two hours of laboratory work will be considered equal to one hour of lecture or recitation, and the number of hours required for graduation will be increased according to the number of hours of laboratory taken.

A student planning to pursue the study of medicine, nursing, or the work of a technician can take at Meredith prerequisites in these fields. Such a student should obtain a copy of the requirements of the particular institution she intends to enter, and should choose her major, minor, and electives according to the requirements and suggestions of that institution.

Requirements for Degrees

A.B. Degree

1. *Requirements without option:* *Semester hours*

English 10-11, freshman year	6
English 20-21, sophomore year	6
Religion 20, 21, sophomore or junior year	6
Psychology 20, sophomore or junior year	3

2. *Required with option:*

The requirements of one of the three groups given below must be satisfied. Foreign language includes French, German, Spanish,* Latin, Greek. Ancient language includes Latin, Greek. Modern language includes French, German, Spanish. The numeral after a course indicates the number of semester hours of credit for that course.

Group I

Division A

§Foreign language 6

Division B

Three courses from the four following:

1. Ancient language 6
2. Modern language 6
3. History or economics 6
4. Mathematics 6

Division C

One course from the three following:

1. Biology 6
2. Chemistry 8
3. Physics 6

Group II

Division A

†Foreign language 12

Division B

Four courses from the five following:

1. Biology 6
2. Chemistry 8
3. Physics 6
4. History or economics 6
5. Mathematics 6

A student who is to teach home economics may take six semester hours of sociology instead of history or economics in Division B above, and may have a minimum of two semester hours of physics, provided she takes additional work in the other sciences to make a total of twenty-four semester hours in four of the departments listed in Division B above.

Group III

Division A

†Foreign language 12
History 6

Division B

Six semester hours from one of the four following:

1. Economics 6
2. Sociology 6
3. Psychology 6
4. Religion 6

in addition to the psychology and religion required above "without option."

Division C

Two courses from the four following:

1. Biology 6
2. Chemistry 8
3. Physics 6
4. Mathematics 6

*Spanish is accepted from other institutions, but no Spanish is offered at Meredith.

§ Not required of a student who offers four entrance units in foreign language. Three semester hours will be required of a student who offers three units in one foreign language but not a total of four entrance units in foreign language.

†Only six semester hours will be required of a student who offers four entrance units in foreign language. Nine semester hours will be required of a student who offers three units in one foreign language but not a total of four entrance units in foreign language.

3. *Electives to be distributed as follows:*

(a) A major elected from any department shown below as offering such, and a minor in any department not chosen for the major. Subjects required without option and subjects counted as group requirements may count on a major or minor. The number of semester hours required by each department is given below. The details of requirements for a major and minor are given with the description of courses in each department.

	Major	*Minor*
Art	28	18
Biology	24	18
Chemistry	31	20
Economics, sociology	24	18
Education:		
Grade school	24	18
High school	21	18
English	30	24
French	24	18
German	....	18
Greek	....	18
History	24	18
Home economics	24	18
Latin	24	18
Mathematics	24	18
Music, theoretical	....	18
Psychology, philosophy	24	18
Religion	24	18
General science	30	18

(b) Free electives sufficient to make a total of one hundred twenty semester hours, when added to the required and major subjects. Free electives may include any subject offered as a major, not previously included in the major or minor subjects; or practical music, not exceeding twelve semester hours. In order to receive credit for practical music the student must

offer an equal amount of theoretical music with grades of C or higher.

Degree of B.S.

The requirements for the B.S. degree are outlined on pages 88-89.

Schedule of Examinations

FALL SEMESTER		SPRING SEMESTER	
Class	*Examination*	*Class*	*Examination*
8:30 M.W.F	10-12 Wed.	8:30 M.W.F	10-12 Sat.
8:30 T.T.S	2- 4 Wed.	8:30 T.T.S	2- 4 Sat.
9:30 M.W.F	10-12 Thur.	9:30 M.W.F	10-12 Mon.
9:30 T.T.S	2- 4 Thur.	9:30 T.T.S	2- 4 Mon.
11:00 M.W.F	10-12 Fri.	11:00 M.W.F	10-12 Tue.
11:00 T.T.S	2- 4 Fri.	11:00 T.T.S	2- 4 Tue.
2:45 M.W.F	10-12 Sat.	2:45 M.W.F	10-12 Wed.
2:45 T.T.S	2- 4 Sat.	2:45 T.T.S	2- 4 Wed.
12:00 M.W.F	10-12 Mon.	12:00 M.W.F	10-12 Thur.
12:00 T.T.S	2- 4 Mon.	12:00 T.T.S	2- 4 Thur.
1:45 M.W.F	10-12 Tue.	1:45 M.W.F	10-12 Fri.
1:45 T.T.S	2- 4 Tue.	1:45 T.T.S	2- 4 Fri.

The first day of the week on which an irregular class meets determines the time of the examination.

Schedule of Recitations

8:30—Mon. Wed. Fri.	8:30—Tue. Thur. Sat.	9:30—Mon. Wed. Fri.	9:30—Tue. Thur. Sat.	11:00—Mon. Wed. Fri.	11:00—Tue. Thur. Sat.
Art Ed. 20-21 (a) Wed. Fri. Biol. 36, 37 Chem. 61 Wed. Fri. Eng. 49; 60 Hist. 20, 21 Home Ec. 20-21 Wed. Latin 42, 43 Wed. Fri. Psychol. 20 (a), 20 S. Philosophy 44, 45 Music 10.0-11.0 (b) Wed. Fri.; 23.2; 36.6-37.6 Wed. Fri.; 40.1 Mon. Wed.	Art 26-27 Tue. Thur. Biol. 12-13 (a) Tue. Thur. Chem. 10-11 (a); 40 Ec.-Soc. 26, 27 Ed. 40 English 10-11 (a); 20-21 (a); 32-33 French 6-7 Hist. 10, 11 (a) Home Ec. 60-61 Latin 6-7 Math. 40-41 Psychol. 35, 36 Religion 20, 21 (a) Music 16.0-17.0; 20.1-21.1; 34.6-35.6 Tue. Thur.	Chem. 34 Mon. Econ. 20-21 Ed. 31 F (a); 45 Eng. 10-11 (b) Eng. Speech 30; 31 Mon. Wed. Ethics 41 French 8-9 (a); 10-11 (a) Hist. 10-11 (b); 46, 47 Home Ec. 31 Wed. Latin 30; 31 Wed. Fri.; 33 Mon. Math. 10, 11 (a); 15 Physics 30-31 Religion 20, 21 (b) Music 30.0-31.0 Wed. Fri.	Biol. 40; 61 Sat. Ec. Soc. 40, 41 Ed. 31 (b); 37 Eng. 10-11 (c); 42-43 French 20-21 (a), (b) German 6-7 Hist. 34, 35 Home Ec. 10-11 Tue. Thur.; 15 Latin 10, 11 Math. 10, 11 (b); 60 Psychol. 20 (c) Religion 40, 41 Music 36.0-37.0	Art. 10-11 Mon. Biol. 12-13 (b) Wed. Fri. Ec. Soc. 31, 30 Ed. 48, 49 Eng. 40; 44, 45 Hist. 42, 43 (a) Greek 20-21 Math. 30-31 Psychol. 20 (b); 23 Mon. Wed. Religion 25; 27; 34; 36 Music 26.0-27.0	Ed. 31 (c); 32; 42 Eng. 20-21 (b); 41; 46 French 4-5 German 4-5 Hist. 10, 11 (c); 30, 31 Math. 20-21 Psychol. 20 (d); 33 Religion 16, 17 (a) Music 20.0-21.0 Tue. Thur.
Laboratory	Laboratory	Laboratory	Laboratory	Laboratory	Laboratory
Biol. 12-13 (b) Wed. Fri. Chem. 34 Wed. Fri.	Biol. 12-13 (a) Tue. Thur. Biol. 61 Tue. Thur.	Biology 12-13 (b) Wed. Fri. Home Ec. 31 Mon. Chem. 34. Wed. Fri.	Biol. 12-13 (a) Tue. Thur.	Biol. 12-13 (c) Mon. Wed. Chem. 10-11 (b) Wed. Fri.; 20 (a) Mon. Wed.; 20 (b) Fri.; 21 Mon. Wed. Home Ec. 10-11 (b) Wed. Fri.; 10-11 (a) Mon.; 30 Mon.; 31 Mon. Fri.	Biol. 12-13 (d) Tue. Thur. Chem. 10-11 (a) Tue. Thur.

12:00—Mon. Wed. Fri.	12:00—Tue. Thur. Sat.	1:45—Mon. Wed. Fri.	1:45—Tue. Thur.	2:45—Mon. Wed. Fri.	2:45—Tue. Thur.
Biol. 12-13 (c) Wed. Fri.; 32, 33 Mon. Fri. Eco.-Soc. 32; 43 Ed. 46, 47 Eng. 10-11 (d) German 10-11 Wed. Fri. Hist. 10-11 (d); 42, 43 (b) Home Ec. 30 Wed. Fri. Latin 37 Greek 36 Religion 16, 17 (b); 32 Music 10.0-11.0 (a) Wed. Fri.; 42.6 Wed. Fri.	Biol. 21 Tue.; 20 Tue. Thur. Chem. 20-21; 30, 31 Tue. Thur. Ed. 39 Eng. 10-11 (e); 34-35 Thur. French 8-9 (b); 10-11 (b); 30-31 Hist. 28, 29 Tue. Thur.; 32, 33; 60 Home Ec. 40, 41 Religion 20, 21 (c)	Chem. 10-11 (b) Eng. 20-21 (c); 38-39; French 8-9 (c), (d); 61 Hist. 10, 11 (e); 22, 25 Home Ec. 35 Fri.; 37 Mon. Wed. Latin 8-9 Math. 10, 11 (c) Geog. 30-31 Religion 20, 21 (d) Music 40.1 Wed. Fri.; 44.1 Wed. Fri.	Art Ed. 20-21 (b) Biol. 23 Thur. Eng. 30-31x Tue.; 52, 53 Tue. Home Ec. 32 Tue.; 34 Latin 44, 45 Astronomy 36 Geology 39 Music 38.6, 39.6; 40.6, 41.6	Ed. 32 S; 44 Eng. 10-11 (f); 20-21 (d) Greek 30-31 Math. 13 Psychol. 20 (e) Music 10.6; 11.6 Mon. Fri.	Art Hist. 30-31 Art 35 Tues.
Laboratory	**Laboratory**	**Laboratory**	**Laboratory**	**Laboratory**	**Laboratory**
Biol. 12-13 (c) Mon. Wed. Chem. 10-11 (b) Wed. Fri.; 20 (a) Mon. Wed.; 20 (b) Fri.; 21 Mon. Wed. Home Ec. 10-11 (a) Mon.; 10-11 (b) Wed. Fri.; 30 Mon.; 31 Fri.	Biol. 12-13 (d) Tue. Thur. Chem. 10-11 (a) Tue. Thur.	Biol. 32, 33 Wed. Fri. Chem. 40 Wed. Home Ec. 20-21 Mon. Fri.	Biol. 12-13 (e) Tue. Thur.; 20-21 Chem. 20 (b) Tue.; 30, 31 Home Ec. 32 Thur.	Biol. 12-13 (f) Mon. Fri. Chem. 10-11 (c) Mon. Fri.; 40 Wed. Home Ec. 10-11 (a) Wed. Home Ec. 20, 21 Mon. Physics 30-31 Mon. Psy. 23 Wed.	Biol. 23; 20, 21 Chem. 20 (b) Tue.; 30, 31 Home Ec. 32 Tue.; 34

Courses of Instruction

NOTE.—A course given an even number is offered the first semester; a course given an odd number is offered the second semester; a course with an even number followed by an S is a first semester course offered the second semester; a course with an odd number followed by an F is a second semester course offered the first semester. A course given two numbers separated by a hyphen continues through the year; a course given two numbers separated by a comma consists of two parts, either or both of which may be taken.

Courses given a number less than 20 are intended for freshmen; those numbered 20 to 29 for sophomores; 30 to 39 for juniors; 40 to 59 for seniors. Those numbered 60 to 69, or music courses ending in .6, are courses in methods.

I. Art

IDA ISABELLA POTEAT, *Professor*
MARY PAUL TILLERY, *Associate Professor*

The system of instruction in this department seeks to develop original creative ability in the student; to stimulate appreciation of art, and to gain intellectual breadth and enriched culture through acquaintance with the various forms of art wherever found.

In order to receive credit for a technical course, a student must carry an equal number of hours of historical work.

The requirements for a major are 10-11, 20-21 or 26-27, 30-31, 40-41, and 14 semester hours of technical art.

The requirements for a minor are 10-11, 30-31, 4 semester hours of elective work in historical art, and 8 semester hours of technical art. Industrial Art 35 should be taken in connection with Applied Design 39 in order to meet the State requirements for grade certificate.

A. Historical

10-11. Art Appreciation.

Required of freshmen who major in art. Open to all students. One hour credit each semester. Monday, 11:00.

A study of composition; the content and esthetic qualities in sculpture and painting; observation of color and light effects in nature. MISS POTEAT

20-21. Art Education.

Two hours credit each semester. Sec. (a), Wednesday, Friday, 8:30; Sec. (b), Tuesday, Thursday, 1:45.

The principles of beauty with application to problems in everyday life; drawing; problems in perspective and composition, the analysis and theory of color.

A fee of $2.00 is charged for materials. Miss Tillery

26-27. Historic Design.

Two hours credit each semester. Tuesday, Thursday, 8:30.

A study of the sources and application of design through the ages.
Miss Tillery

30-31. History of Art.

Required of juniors who major in art. Open to all juniors and seniors. Two hours credit each semester. Tuesday, Thursday, 2:45.

A survey of the history of the important styles of architecture, sculpture, painting, and the minor arts. Miss Poteat

35. Industrial Art.

Prerequisite: Art Education 20. One hour credit. Tuesday, 2:45.

An attempt to show the vital relation of art to life and industry and to develop an appreciation for the beautiful and the power to produce beautiful things. To be taken in connection with Applied Design 39.

A fee of $2.00 is charged for materials. Miss Tillery

40-41. Advanced History of Art.

Required of seniors who major in art. Open to all seniors. Two hours a week. Two hours credit each semester. Class hours to be arranged.

An intensive study of selected subjects and periods in art, with lectures, discussions, and special papers. Miss Poteat

B. Technical

MISS POTEAT AND MISS TILLERY

16-17. Drawing and Painting.

Six studio hours a week. Two hours credit each semester. Lectures and laboratory work dealing with the different mediums of artistic expression. Free-hand drawing; the analysis and theory of color; flat washes in water-color. Principles of linear and aerial perspective.

26-27. Design and Pictorial Composition.

Six studio hours a week. Two hours credit each semester. Discussions and laboratory work dealing with problems of design and composition. Landscape painting; drawing from life.

36-37. Problems of Form.

Six studio hours a week. Two hours credit each semester. Lectures and laboratory work. Elementary antique still-life painting, and modeling in clay.

39. Applied Design.

Three studio hours a week for one semester. One hour credit. Problems of lettering, linoleum block printing, poster design, batik and tie dyeing, leather work, and weaving. Thursday, 2:45-5:45.

46-47. Advanced Drawing and Painting.

Six studio hours a week. Two hours credit each semester. Discussions and laboratory work dealing with problems in landscape painting, still life, and the draped life model.

48. Advanced Figure Composition.

Three studio hours a week for one semester. One hour credit. Problems and criticisms of the structure, proportions, and action of the human body for purposes of design.

II. Biology

Lena Amelia Barber, *Professor*

Dr. Bessie Evans Lane, *Professor of Physiology and Hygiene*

Elizabeth Boomhour, *Instructor*

Melba Cleo Hunt, *Instructor*

The requirements for a major are 12-13, 20, 32, and 10 semester hours elected from 21, 23, 36, 37, 33, 40.

The requirements for a minor are 12-13, 20, 32, and 4 semester hours elected from 21, 23, 33, 36, 37, 40.

Chemistry 10-11 is required for a major or minor in biology.

12-13. General Biology.

Required of freshmen majoring in home economics who have not had high school biology. Elective for others. Two lectures and four laboratory hours a week. Six semester hours credit. Lectures: Sec. (*a*), Tuesday, Thursday, 8:30; Sec. (*b*), Wednesday, Friday, 11:00; Sec. (*c*), Wednesday, Friday, 12:00. Laboratory: Sec. (*a*), Tuesday, Thursday, 8:30-10:30; Sec. (*b*), Wednesday, Friday, 8:30-10:30; Sec. (*c*), Monday, Wednesday, 11:00-1:00; Sec. (*d*), Tuesday, Thursday, 11:00-1:00; Sec. (*e*), Tuesday, Thursday, 1:45-3:45; Sec. (*f*), Monday, Friday, 2:45-4:45.

A course aiming to present the most important biological facts and principles, and so to relate them that the student can apply them to the ordinary affairs of life. A study of protoplasm, the cell, the rôle of green plants, including simple experiments in plant physiology, the adjustment of organisms to their environment, disease, death, the rôle of micro-organisms, growth, reproduction, and heredity. The types of organisms studied in the laboratory, beginning with unicellular forms and leading up to vertebrates, an intensive study being made of the frog.

Laboratory fee, $2.50.

Lectures: Miss Barber
Laboratory: Staff

20. General Botany.

Six hours laboratory and field work a week. Four semester hours credit. Lectures: Tuesday, Thursday, 12.00. Laboratory: Tuesday, Thursday, 1:45-4:45.

Laboratory fee, $2.50. Miss Barber

21. Plant Taxonomy.

Prerequisite: Biology 12-13, 20, or a year of standard high school biology or botany. Three semester hours credit. Lecture: Tuesday, 12:00. Laboratory and field studies: Tuesday, Thursday, 1:45-4:45.

A study of the external morphology, identification, classification, and distribution of plants in the vicinity.

Laboratory fee, $2.50. Miss Barber

23. Bacteriology.

Required of sophomores majoring in home economics. Elective for others. Prerequisite: Biology 12 and Chemistry 10-11 or their equivalents. Three semester hours credit. Lecture: Thursday, 1:45. Laboratory: Tuesday, Thursday, 2:45-4:45.

A general study of bacteria, yeasts, and molds, with emphasis on the application of the principles of bacteriology to everyday life. Laboratory work includes culture and staining techniques; principles of sterilization and disinfection; bacteriological examination of air, water, and milk; and experiments on fermentation.

Laboratory fee, $2.50. Miss Boomhour

25. Elements of Cryptogamic Botany.

Prerequisite: Biology 12-13. Four semester hours credit. Two lectures. Six hours laboratory. Hours to be arranged.

A study of the morphology and life history of types of algæ, fungi, liverworts, mosses, and ferns.

Laboratory fee, $2.50. Miss Barber

32. Invertebrate Zoology.

Prerequisite: Biology 12-13. Four semester hours credit. Lectures: Monday, Friday, 12:00. Laboratory: Wednesday, Friday, 1:45-4:45.

A course dealing with the morphology, physiology, life history, and economic importance of a series of invertebrate animal types.

Laboratory fee, $2.50.

Miss Boomhour

33. Comparative Anatomy of Vertebrates.

Prerequisite: Biology 12-13. Four semester hours credit. Hours same as for course 32.

Lectures dealing with the morphology, physiology, and development of the various vertebrate organs and systems of organs. Various vertebrate types, including fish, amphibia, reptiles, birds, and mammals, to be dissected in the laboratory.

Laboratory fee, $2.50. MISS HUNT

36. Human Physiology.

Required of Home Economics majors. Elective for others. Monday, Wednesday, Friday, 8:30.

Anatomy to be studied only so far as is necessary to understand the functions of the different systems of the body. DR. LANE

37. Hygiene.

Prerequisite: Biology 36 or its equivalent. Required of students preparing to teach in the grades. Elective for others. Monday, Wednesday, Friday, 8:30.

Includes personal, school, and community hygiene and medical inspection of children. DR. LANE

40. Genetics.

Prerequisite: Biology 12-13 or its equivalent. Three semester hours credit. Tuesday, Thursday, Saturday, 9:30.

A study of the principles of heredity and variation. Results of recent investigations in both botany and zoology included in discussions. MISS BOOMHOUR

61. Teaching of Biology.

Prerequisite: Biology 20, 32. Lecture: Saturday, 9:30. Laboratory, Tuesday, Thursday, 8:30-10:30.

Laboratory fee, $2.50. MISS BOOMHOUR

III. Chemistry

Lula Gaines Winston, *Professor*
Mary Elizabeth Yarbrough, *Assistant Professor*

The requirements for a major are 10-11, 20-21, 30, 31, 34, 40. Physics 30-31 is required of students majoring in Chemistry.

The requirements for a minor are 10-11, 20-21, and 4 semester hours elected from other courses in the department, exclusive of 61.

10-11. General Chemistry.

Required of freshmen majoring in home economics. Elective for others. Eight semester hours credit. Lectures: Sec. (*a*), Tuesday, Thursday, Saturday, 8:30; Sec. (*b*), Monday, Wednesday, Friday, 1:45. Laboratory: Sec. (*a*), Tuesday, Thursday, 11:00-1:00; Sec. (*b*), Wednesday, Friday, 11:00-1:00; Sec. (*c*), Monday, Friday, 2:45-4:45.

A study of the occurrence, preparation, and properties of important metallic and nonmetallic elements and compounds. The historical development of the subject traced and the fundamental principles of chemistry discussed as far as possible. Special emphasis laid upon the practical application of the science to daily life.

Laboratory fee, $5.00.

Lectures: Miss Winston
Laboratory: Miss Yarbrough

20-21. Organic Chemistry.

Prerequisite: Chemistry 10-11. Eight semester hours credit. Lectures: Tuesday, Thursday, Saturday, 12:00. Laboratory 20, Sec. (*a*), Monday, Wednesday, 11:00-1:00; Sec. (*b*), Tuesday, 1:45-3:45, Friday, 11:00-1:00; Laboratory 21, Monday, Wednesday, 11:00-1:00.

The lectures taken up with the study of the hydrocarbons and their derivatives. The laboratory periods for the first semester given to exercises in qualitative analysis; for the second semester to organic preparations.

Laboratory fee, $5.00.

Miss Winston

30, 31. Quantitative Analysis.

Elective. Prerequisite: Chemistry 20-21. Two lectures and six hours of laboratory work a week. Four semester hours credit each semester. Lectures: Tuesday, Thursday, 12:00. Laboratory: Tuesday, Thursday, 1:45-4:45.

The classroom work devoted to the discussion of the methods used in the laboratory, the theory of quantitative separations and chemical calculations. The laboratory work given to standard gravimetric and volumetric methods of analysis.

Laboratory fee, $5.00. MISS YARBROUGH

34. Organic Chemistry—Carbocyclic Compounds.

Elective. Prerequisite: Chemistry 20-21. Three semester hours credit. Lectures: Monday, 9:30. Laboratory: Wednesday, Friday, 8:30-10:30.

A course intended primarily for students preparing to study medicine. The laboratory periods devoted to the preparation of the carbocyclic compounds; the recitations to a theoretical study of these compounds.

Laboratory fee, $2.50. MISS WINSTON

40. Chemistry of Food and Nutrition.

Elective. Prerequisite: Chemistry 20-21. Four semester hours credit. Lectures: Tuesday, Thursday, Saturday, 8:30. Three hours of laboratory work: Wednesday, 1:45-4:45.

A study of the chemistry and functions of foodstuffs; the amounts of food required in nutrition; and the composition and nutritive values of food materials.

TEXT: Sherman, *Chemistry of Food and Nutrition*, Fourth Edition. MISS YARBROUGH

61. Methods of Teaching Chemistry.

Elective. Prerequisite: Chemistry 20-21. Two hours of lecture and recitation, and two hours of laboratory work a week for the second semester. Lectures: Wednesday, Friday, 8:30.

A course intended to prepare students to teach chemistry in the high schools. MISS WINSTON

IV. Economics and Sociology

Nettie Southworth Herndon, *Professor*

The requirements for a major are 20-21, 26, 27, 40, and 9 semester hours elected from 30, 31, 32, 41, 43.

The requirements for a minor are 20-21, 26, 27, and 6 semester hours elected from 30, 31, 32, 40, 41.

20-21. Principles of Economics.

Open to sophomores, juniors, and seniors. Monday, Wednesday, Friday, 9:30.

26. Modern Social Problems.

Not open to freshmen. Tuesday, Thursday, Saturday, 8:30.

27. Principles of Sociology.

Not open to freshmen. Tuesday, Thursday, Saturday, 8:30.

30. The Economics of Consumption.

Prerequisite: Economics 20-21. Monday, Wednesday Friday, 11:00.

A study of individual, family, and national consumption.

31. Labor Problems.

Prerequisite: Economics 20-21. Monday, Wednesday, Friday, 11:00.

A consideration of the problems of modern labor, such as unemployment, industrial insurance, trade unionism, and the status of the laborer.

32. Rural Problems.

Prerequisite: Sociology 26 or Sociology 27. Monday, Wednesday, Friday, 12:00.

A study of rural social conditions, with plans for improvement.

40. Social Problems of the Family.

Prerequisite: Sociology 26 or Sociology 27. Tuesday, Thursday, Saturday, 9:30.

The historical development and contemporary problems of marriage and the family.

41. Race Problems.

Prerequisite: Sociology 26 or Sociology 27. Tuesday, Thursday, Saturday, 9:30.

The history, causes, and effects of immigration; methods of assimilation. The Negro problem.

43. Social Case Work.

For seniors. Prerequisites: Sociology 26, Sociology 27, and Sociology 40. Monday, Wednesday, Friday, 12:00.

A course intended for those desiring an insight into the methods of social treatment of unadjusted individuals and families.

V. Education

Bunyan Y. Tyner, *Professor*
Ethel Evangeline English, *Assistant Professor*
Lillian Parker Wallace, *Assistant Professor*

All of the courses listed herein are designed primarily to prepare those who wish to teach in the public schools of the state. Courses marked (R) are required of all students who expect to secure a certificate of any kind; those marked (H) of those desiring certificates to teach high school subjects, public school music, or fine arts; those marked (P) of those desiring to teach in primary grades 1-3; those marked (G) of those desiring to teach in grammar grades 4-7. Courses marked (E) may be taken to meet professional requirements for all certificates.

Majors in Education

Students pursuing the program of studies leading to the A-grade certificate on either the primary or grammar grade level will automatically make education their major. In addition to the professional courses outlined on pages 51-52, at least one of the following courses in education is required for the major: Education 37, 39, 40, 45, making a total of 24 semester hours. For those pursuing courses leading to teaching in the high school, if education is made the major, in addition to the professional courses outlined on page 51, at least one of the education courses numbered 33, 37, 39, 40, 45 must be taken, making a total of at least 21 semester hours. Care should be exercised to see that the major and minor total the cata-

logue requirement, and that the requirements of the department in which the minor falls are met. Courses in education are open as general electives to those not majoring in education. Certain courses in psychology may be counted on education majors and minors, with the advice and approval of the head of the education department.

Minors in Education

Students wishing a minor in elementary education will take the following subjects: Education 31 and 42, and at least four subjects from the following group: Education 37, 39, 44, 45, 46, 47, 48, 49. Total 18 semester hours.

Those desiring a minor on the secondary school level will take the following subjects: Education 31 and 32 and at least four subjects from the following group: Education 37, 39, 40, 45, 60. Total 18 semester hours.

Certain courses in psychology may be counted on an education minor, with the advice and approval of the head of the department of education.

HIGH SCHOOL TEACHER'S CERTIFICATES

Those who expect to secure a Class A certificate, to teach in high school, must meet the requirements listed below. *It is recommended that the subjects which are taught in high school be chosen for majors and minors.*

I. Subject-Matter Courses

A major and minor should be selected from the following fields (the number of semester hours required for a certificate is indicated in parentheses):

English (24), French (18), German (18), Latin (24), history and social science (24), mathematics (15), science (30). The following combinations are suggested: English-Latin, English-French, English-history, Latin-French, history-mathematics, history-French, science-mathematics, or—

A major should be selected from the following: fine arts (30); public school music (30), including three semester hours in voice; home economics (45).

II. Professional Courses

Educational Psychology	3 semester hours
Principles of Secondary Education	3 semester hours
Materials and Methods of Teaching the Major and Minor Subjects	3 or 6 semester hours
Six semester hours chosen from courses in Education marked (E)	6 semester hours
Observation and Directed Teaching	3 semester hours
Total required	18 semester hours

These courses should be taken in the order here listed, all preceded by General Psychology.

GRADE SCHOOL TEACHER'S CERTIFICATES

Those who expect to teach in the grades must, in addition to meeting the requirements for a degree, meet the following specific requirements:

I. Subject-Matter Courses

English, including 6 hours of composition	12 semester hours
Children's Literature (Education 42)	2 or 3 semester hours
American History and Citizenship (32, 33)	6 semester hours
Geography (30, 31)	6 semester hours
Drawing (Art Education 20, 21)	4 semester hours
Industrial Arts (Art 35, 39)	2 semester hours
Music 10.6; 11.6; 23.2	3 or 4 semester hours
Physiology and Health Education (Course 36, 37)	6 semester hours
Physical Education (Course 60-61)	2 semester hours

II. Professional Courses

Educational Psychology (Ed. 31)	3 semester hours
Child Psychology (Ed. 33)	3 semester hours
School Org. and Classroom Procedures (Ed. 44)	3 semester hours

*Educational Measurements (Ed. 37)	3 semester hours
Elementary Education—Primary or Grammar Grades (Ed. 46, 47 or 48, 49)	6 semester hours
Observation and Directed Teaching (Ed. 70)	3 semester hours
For Major (Ed. 37, 39, 40, 45)	3 semester hours
Total	24 semester hours

*Students majoring in primary education may substitute some other course in education for Educational Measurements if they so desire.

To meet the physical education requirement of 2 semester hours, course 60-61 may be substituted for a year of physical education required of all candidates for a degree. It is strongly recommended that all students planning to teach, either on the elementary or the high school level, take this course.

ELEMENTARY EDUCATION

(Suggested order of arrangement)

FRESHMAN YEAR

	Sem. Hrs.
English 10-11	6
Modern or ancient language	6
History 10-11 or Religion 16, 17	6
Biology 12-13 or Chemistry 10-11	6
Mathematics 10-11, or one of the options listed above	6
	30

SOPHOMORE YEAR

	Sem. Hrs.
English 20-21	6
Modern or ancient language	6
Psychology 20	3
Music 10.6	1
[1]Electives	14 to 16
	30 to 32

[1] With the approval of the head of the Department of Education, Educational Psychology may be taken during the second semester of the sophomore year if Psychology 20 has been taken in the first semester. If Education 31 has been taken in the sophomore year an elective may be taken in its place the first semester of the junior year.

JUNIOR YEAR

	Sem. Hrs.
[1]Education 31	3
Psychology 33	3
Education 47 or 49	3
[2]Music 11.6	2
History 32-33	6
Geography 30, 31	6
Art Education 20-21	4
[2]Industrial Arts 35, 39	(2)
[3]Electives	3 to 6
	30 to 33

SENIOR YEAR

	Sem. Hrs.
Education 42	3
Education 46 or 48	3
Education 44	3
Biology 36, 37	6
Music 11.6 or Ind. Arts 35, 39	2
[4]Education 37	(3)
Education 70	3
Physical Education 60-61	2
[3]Electives	6 to 9
	31

Education Courses

31F, 31. Educational Psychology.

Prerequisite: Psychology 20. Sec. (*a*), Monday, Wednesday, Friday, 9:30; Sec. (*b*), Tuesday, Thursday, Saturday, 9:30; Sec. (*c*), Tuesday, Thursday, Saturday, 11:00. Sec. (*a*), first semester only. Secs. (*b*) and (*c*), second semester only.

An attempt to give the student a knowledge of psychological factors in their educational aspects. MR. TYNER

[1] With the approval of the head of the Department of Education, Educational Psychology may be taken during the second semester of the sophomore year if Psychology 20 has been taken in the first semester. If Education 31 has been taken in the sophomore year an elective may be taken in its place the first semester of the junior year.

[2] If necessary in order to get in a minor, Music 11.6 or Industrial Arts 35, 39 may be omitted until the senior year.

[3] Students should plan a minor the first semester of the junior year and carry it through both the junior and senior years.

[4] Required on the grammar grade level. Recommended for primary and high school teachers as an elective in education.

32, 32S. Principles of Secondary Education. (H)

Elective for juniors and seniors. Prerequisite or parallel: Educational Psychology 31. First semester, Tuesday, Thursday, Saturday, 11:00; second semester: Monday, Wednesday, Friday, 2:45.

A consideration of the place and function of secondary education in our democracy; the organization and administration of the high school curriculum; student guidance and accounting; managerial factors; records and reports. MR. TYNER

33. Child and Adolescent Psychology. (P–G–E)

For description of course, see Child and Adolescent Psychology 33 (p. 76). Tuesday, Thursday, Saturday, 11:00.

37. Educational Measurements. (G–E)

Required of those who expect to teach in the grammar grades. Recommended to those who plan to teach in the primary grades and high school and to those majoring in the social sciences. Tuesday, Thursday, Saturday, 9:30.

MISS ENGLISH

39. History of Education. (E)

Elective for juniors and seniors. Prerequisite: History 10, 11, Tuesday, Thursday, Saturday, 12:00.

A survey of educational theories and practices from primitive times to the present; designed to provide a background for an approach to contemporary educational problems. The major emphasis placed on modern education. MRS. WALLACE

40. Administration and Supervision of Public Education. (E)

Open to juniors and seniors. Prerequisite: Ed. 31, and 32 or 44. Tuesday, Thursday, Saturday, 8:30.

A course dealing with the general principles of administration and supervision of public education. The influence of the several

factors of control noted and evaluated. The principal emphasis in the course to be placed, however, upon the teacher's relation to the administrative and supervisory officials of the school system, with a view to the improvement of instruction in the classroom and the effective coördination of the various activities of the school as a whole.

MR. TYNER

42. Children's Literature. (P–G)

Elective for juniors. Tuesday, Thursday, Saturday, 11:00.

An extensive study of children's literature; the principles underlying the selection and organization of literary material for the grades. Dramatization and story-telling, and other factors, including the activities of the children which influence oral and written speech.

MISS ENGLISH

44. School Organization and Classroom Procedure. (P–G)

Required of students working toward elementary certificate. Elective for juniors. Not open to students taking Education 32. Monday, Wednesday, Friday, 2:45.

An attempt to consider in the light of scientific investigation and experience some of the factors and problems which confront the teacher in her daily work: the curriculum; the teacher; organization and control; extra-curricular activities; the school plant; records and reports; relation of teachers and pupils to one another; relation of school to community.

MR. TYNER

45. Philosophy of Education. (E)

Open to juniors and seniors. Prerequisite: Ed. 31, and 32 or 44. Monday, Wednesday, Friday, 9:30.

An examination and discussion of the place of education in society, especially in its relationship to democracy. The viewpoints of such leaders as Plato, Aristotle, Locke, Hume, and Spencer considered, with the major emphasis, however, upon the views of contemporary educational leaders—Dewey, Horne, Kilpatrick, Bode, Kuehner, Demiashkevich, Morrison, Monroe, Briggs, and others. *The Educational Frontier*, a recent publication, and the magazine *The Social Frontier*, given special consideration. MR. TYNER.

46. Elementary Education: Grades 1-3.

Monday, Wednesday, Friday, 12:00.

A study of materials and methods of teaching reading, language, spelling, and writing in the primary grades. Observation required and activities stressed.

Miss English

47. Elementary Education: Grades 1-3.

Monday, Wednesday, Friday, 12:00.

A study of materials and methods of teaching arithmetic, health, and social studies in the primary grades. Observation required and activities stressed.

Miss English

48. Elementary Education: Grades 4-7.

Monday, Wednesday, Friday, 11:00.

A study of materials and methods of teaching reading, language, spelling and writing in the grammar grades. Observation required. Teaching on the basis of directed learning through activity programs also considered.

Miss English

49. Elementary Education: Grades 4-7.

Monday, Wednesday, Friday, 11:00.

A study of materials and methods in the grammar-grade subjects other than reading, language, spelling, and writing. Observation required and units of work developed and evaluated.

Miss English

Departmental Courses (Materials and Methods)

60-61.

Description of these courses will be found under the several departments. Courses numbered 60-61, inclusive, count as education, three hours of which are required for a high school certificate to teach in one field; six hours may be taken by those who wish a certificate to teach in two fields. The letter after the number indicates the department from which the principal subject-matter of the

course is taken. The following courses are offered for teachers on the high school level:

61 B. The Teaching of Biology.
61 C. The Teaching of Chemistry.
60 E. The Teaching of English.
61 F. The Teaching of French.
60 H. The Teaching of History.
60-61 H. E. The Teaching of Home Economics.
60 L. The Teaching of Latin.
60 M. The Teaching of Mathematics.
39.6 Mus. The Teaching of Music in the High School.
60-61 P. E. The Teaching of Physical Education.

Observation and Directed Teaching*

70, 71.

At least 54 hours of observation and supervised teaching must be satisfactorily completed in order to qualify for the A certificate. At least 30 hours of this must be in actual teaching. Students are encouraged to get in as much more observation and teaching under supervision and guidance as time will permit. Arrangements are provided for this work to be done under well qualified and experienced teachers in some of the most progressive schools in the state. Hours will be arranged to meet the schedule and convenience of the student and of the school in which the observation and teaching are to be done. **At least two full class periods should be reserved in the schedule of seniors planning to teach in either the fall or spring semester.** Prerequisites to teaching on the high school level are: Education 31, 32, and 60 or 61 in the subject in which teaching is to be done. On the elementary level: Education 31, 44, and 46-47, or 48-49. The work essentially as outlined in the junior year is recommended. The department also expects a student to rank well in scholarship, especially in her major and minor subjects, and in other ways to show promise of becoming a successful teacher, before being assigned to a school for supervised teaching. *Three semester hours credit.*

*If all the requirements have been met except observation and directed teaching, the Class B certificate will be issued. After one year of successful teaching experience the applicant may then be issued the Class A certificate.

VI. English

Julia Hamlet Harris, *Professor*
Mary Lynch Johnson, *Associate Professor*
Mary James Spruill, *Assistant Professor*
Elizabeth Sophia Foster, *Instructor*

English 10-11 is prerequisite for English 20-21; English 20-21 is prerequisite for all other courses in English except English 34-35 and English 38-39.

The requirements for a major are 10-11, 20-21, 32-33 or 42-43, 38-39, and 6 semester hours elected from 34-35, 36, 37, 40, 41, 42-43, 45, 46, 47, 49, 50-51, 52, 53.

The requirements for a minor are 10-11, 20-21, 32-33 or 42-43, 38-39.

Students who enter with advanced standing and who take a major or minor in English will be expected to take at Meredith the courses required for majors or minors.

10-11. English Composition.

Required of freshmen. Sec. (*a*), Tuesday, Thursday, Saturday, 8:30; Sec. (*b*), Monday, Wednesday, Friday, 9:30; Sec. (*c*), Tuesday, Thursday, Saturday, 9:30; Sec. (*d*), Monday, Wednesday, Friday, 12:00; Sec. (*e*), Tuesday, Thursday, Saturday, 12:00; Sec. (*f*), Monday, Wednesday, Friday, 2:45.

Composition based on selected masterpieces of literature. Themes and conferences. Staff

20-21. Outline History of English Literature.

Required of sophomores. Sec. (*a*), Tuesday, Thursday, Saturday, 8:30; Sec. (*b*), Tuesday, Thursday, Saturday, 11:00; Sec. (*c*), Monday, Wednesday, Friday, 1:45; Sec. (*d*), Monday, Wednesday, Friday, 2:45.

A general survey of English literature through the eighteenth century. Miss Johnson, Miss Spruill, Miss Foster

30-31x. Fundamentals of English Composition.

Required of juniors and seniors who have a condition in English composition. No credit. Tuesday, 1:45. Miss Spruill

32. The Histories and Comedies of Shakespeare.

Open to juniors and seniors. Required of students taking a major or a minor in English. Tuesday, Thursday, Saturday, 8:30. Miss Harris

33. The Tragedies of Shakespeare.

Open to juniors and seniors. Required of students taking a major or a minor in English. Tuesday, Thursday, Saturday, 8:30. Miss Harris

34-35. Advanced Composition.

Open to sophomores, juniors, and seniors. Thursday, 12:00. Miss Harris

*[36. Contemporary Drama.

Open to juniors and seniors. Tuesday, 1:45.] Miss Foster

*[37. Contemporary Prose Fiction.

Open to juniors and seniors. Tuesday, 1:45.] Miss Foster

38-39. Old English.

Open to sophomores, juniors, and seniors. Required of students taking a major or a minor in English. Monday, Wednesday, Friday, 1:45.

A study of the language, with selected readings from Old English prose and poetry. A study of Middle English during half the second semester. Miss Johnson

40. Milton.

Open to juniors and seniors. Monday, Wednesday, Friday, 11:00.

A study of the poetry and of selections from the prose of Milton. Miss Harris

41. Browning.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 11:00.

A study of Browning, supplemented by selections from Tennyson and Arnold. Miss Johnson

* Not given in 1936-1937.

42-43. The Principles of Literary Criticism.

Open to seniors. Tuesday, Thursday, Saturday, 9:30.

A study of the most important theories of poetry and of the principles of literary criticism. Reading of examples of the various types of literature for the application of these principles.

MISS HARRIS

*[44. Spenser.

Open to juniors and seniors. Monday, Wednesday, Friday, 11:00.

A study of the poetry of Spenser.] MISS HARRIS

45. American Literature of the Nineteenth Century.

Open to juniors and seniors. Monday, Wednesday, Friday, 11:00. MISS HARRIS

46. Chaucer.

Open to juniors and seniors. Prerequisite: English 38-39. Tuesday, Thursday, Saturday, 11:00.

A study of the language and writings of Chaucer, with especial attention to *The Canterbury Tales.* MISS JOHNSON

*[47. English Romantic Poetry of the Nineteenth Century.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 11:00.

A study of Wordsworth, Shelley, and Keats, supplemented by selections from Coleridge, Byron, and Scott.] MISS JOHNSON

49. Eighteenth Century Prose.

Open to juniors and seniors. Monday, Wednesday, Friday, 8:30.

A study of eighteenth century prose, with emphasis on Johnson and his circle. MISS SPRUILL

* Not given in 1936-1937.

50-51. Beowulf.

Open to juniors and seniors. Prerequisite: English 38-39. Hour to be arranged.

Miss Johnson

52. The Contemporary Essay.

Tuesday, 1:45.

Miss Foster

53. Contemporary Poetry.

Tuesday, 1:45.

Miss Foster

60. The Teaching of English.

Open to seniors who are taking a major or a minor in English. Monday, Wednesday, Friday, 8:30.

A review of the subject-matter and a study of the methods involved in teaching English in high school. Discussions, reports, papers, and conferences.

Miss Spruill

VII. English Speech

Florence Marian Hoagland, *Professor*

30. Fundamentals of Speaking and Reading.

Open to sophomores, juniors, and seniors. Monday, Wednesday, Friday 9:30.

Theory and practice in the principles of reading and speech. A course planned to develop simple, intelligent reading and speaking.

31. Dramatic Production.

Open to sophomores, juniors, and seniors. Three semester hours credit. Monday, Wednesday, 9:30. Laboratory Monday, 2:45-4:45.

A study of amateur dramatics. Lectures and laboratory work in directing, acting, make-up, stage-setting, and other problems relating to the production of plays for schools and community groups. Plays to be studied and presented by the class. Laboratory fee, $1.00.

VIII. French

CATHERINE ALLEN, *Professor*
MARY LOUISE PORTER, *Associate Professor*
ETHEL KATHRYN DAY, *Instructor*

The requirements for a major are 10-11, 20-21, 30-31, 42-43. The requirements for a minor are 10-11, 20-21, 30-31.

4-5. Elementary French.

A course for those who do not offer French for entrance. Credit: two units or six semester hours. Tuesday, Thursday, Saturday, 11:00.

Special lessons in phonetics and in verbs. Dictation, drill exercises, questionnaires, elementary readings, a minimum of translation, frequent reviews. Emphasis on geography and on French life and culture. MISS DAY

6-7. Elementary and Intermediate French.

A continuation of French 4-5. Prerequisite: one unit of French. Credit: two units or six semester hours. Tuesday, Thursday, Saturday, 8:30. MISS PORTER

8-9. Intermediate Composition and Review Grammar.

Prerequisite: two units of French for entrance. Sec. (*a*), Monday, Wednesday, Friday, 9:30; Sec. (*b*), Tuesday, Thursday, Saturday, 12:00; Secs. (*c*), (*d*), Monday, Wednesday, Friday, 1:45.

This course intended for students who have an incomplete mastery of the language.

A thorough review of French grammar; constant oral and written practice; emphasis on dictation and phonetics; reading texts treating of French civilization. MISS PORTER, MISS DAY

10-11. Composition and Advanced Grammar.

Prerequisite: French 4-5 and 6-7, or equivalent preparation. Sec. (*a*), Monday, Wednesday, Friday, 9:30; Sec. (*b*), Tuesday, Thursday, Saturday, 12:00.

An advanced course for students having a good general knowledge of French.

Review of French syntax; phonetics; dictation; classroom use of French whenever possible. A course intended to encourage appreciation of the language and of the civilization. MISS DAY

20-21. French Drama of the Seventeenth Century.

Prerequisite: French 10-11. Secs. (*a*), (*b*), Tuesday, Thursday, Saturday, 9:30.

Selected dramas of Corneille, Molière, Racine.

Miss Porter, Miss Day

30-31. French Poetry.

Prerequisite: French 20-21. Tuesday, Thursday, Saturday, 12:00.

The middle ages, the poetry of chivalry, the courtly lyric of the fourteenth and fifteenth centuries. The sixteenth century, court and religious poetry. The seventeenth century, reform in poetry, the lyric element in the work of the classic writers. The eighteenth century, the end of classicism. The nineteenth century, romantic poetry, Parnassian poetry, contemporary poetry. Miss Allen

*[42-43. Development of the French Novel.

Prerequisite: French 30-31. Monday, Wednesday, Friday, 11:00.

Origin of prose fiction in the middle ages. General tendencies of seventeenth century fiction. The eighteenth century; the novel as a study of society. The historical novel of the nineteenth century. The tendency of contemporary fiction.] Miss Allen

61. The Teaching of French.

Monday, Wednesday, Friday, 1:45.

Reports and discussion of methods. Consideration of modern language texts. Modern Language Journal read and discussed. Review of grammar. Miss Allen

IX. German

Catherine Allen, *Professor*

The requirements for a minor are 4-5, 6-7, 10-11.

4-5. Elementary German.

A course intended to give students an opportunity to begin the study of German and to acquire a practical knowledge of the language. Credit: two units or six semester hours. Tuesday, Thursday, Saturday, 11:00.

Grammar, prose composition, drill in phonetics, reading of short

* Not given in 1936-1937.

stories and plays by modern writers, conversation, dictation. Emphasis on German life, culture, and geography.

6-7. Elementary German.

Prerequisite: One year of German. Credit: two units or six semester hours. Tuesday, Thursday, Saturday, 9:30.

Study of grammar continued. Reading, prose composition, and conversation. Themes in simple German based upon texts read. Aims to encourage appreciation of the language and of the civilization.

10-11. German Literature.

A course presupposing a good knowledge of German grammar and the ability to understand simple German. Credit: six semester hours. Wednesday, Friday, 12:00.

Introduction to German literature. Outline of the history of German literature. Reading of selected dramas and poems of Lessing, Schiller, and Goethe, with a study of their lives.

Grammar, composition, and conversation continued.

20-21. German Lyric Poetry.

Three hours a week. Prerequisite: German 10-11.

Development of German lyric poetry from the earliest period to contemporary poetry.

German conversation, one hour. Conversation based on subjects connected with modern Germany, its life, customs, and institutions. An opportunity to acquire fluency and accuracy in the use of the language, a good working vocabulary, and much valuable information.

X. History

Samuel Gayle Riley, *Professor*
Lillian Parker Wallace, *Assistant Professor*
Alice Barnwell Keith, *Assistant Professor*

The requirements for a major are 10, 11, 32-33 or 34-35, 42-43, and 6 semester hours elected from 20, 21, 22, 25, 30, 31, 46, 47.

The requirements for a minor are 10, 11, 32-33 or 34-35, 42-43.

History 10 and 11 are prerequisites for all the other courses in History.

10. Modern European History, 1500-1815.

For freshmen and sophomores. Sec. (*a*), Tuesday, Thursday, Saturday, 8:30; Sec. (*b*), Monday, Wednesday, Friday, 9:30; Sec. (*c*), Tuesday, Thursday, Saturday, 11:00; Sec. (*d*), Monday, Wednesday, Friday, 12:00; Sec. (*e*), Monday, Wednesday, Friday, 1:45.

Conducted by means of informal discussions, occasional hour examinations, and a final examination at the close of the semester. A loose-leaf notebook and a large amount of collateral reading required of each student. STAFF

11. Modern European History since 1815.

For freshmen and sophomores. Hours and methods same as those of course 10. STAFF

20, 21. English History.

Prerequisite: History 10, 11 or an equivalent. Monday, Wednesday, Friday, 8:30. MISS KEITH

22. Ancient History.

Prerequisite: History 10, 11 or an equivalent. Monday, Wednesday, Friday, 1:45.

Designed to meet the needs of students of the classics, and of those preparing for high school teaching. MRS. WALLACE

25. Medieval European History.

Prerequisite: History 10, 11 or an equivalent. Monday, Wednesday, Friday, 1:45. MRS. WALLACE.

28, 29. Modern Biography.

Prerequisite: History 10, 11 or an equivalent. Tuesday, Thursday, 12:00. MR. RILEY

30. European International Relations 1871-1914.

Prerequisite: History 10, 11. A study of European diplomacy in the period before the World War. Tuesday, Thursday, Saturday, 11:00. MRS. WALLACE

31. Recent European History.

Prerequisite: History 10, 11 or an equivalent. Tuesday, Thursday, Saturday, 11:00. MRS. WALLACE

32, 33. American History.

Prerequisite: History 10 and 11. A survey course designed to meet the needs of students who are preparing to teach in the grades. Tuesday, Thursday, Saturday, 12:00. MISS KEITH

34. Political and Social History of the United States to 1789.

Prerequisite: History 10, 11. A survey of the political and social development of the Colonial and Revolutionary periods. Tuesday, Thursday, Saturday, 9:30. MR. RILEY

35. Political and Social History of the United States, 1789-1865.

Prerequisite: History 10, History 11, and History 32, 33 or History 34. A continuation of History 34. Tuesday, Thursday, Saturday, 9:30. MR. RILEY

42. Political and Social History of the United States since 1865.

Prerequisites: History 32, 33 or History 34 and History 35. A continuation of courses 34 and 35. Sec. (*a*), Monday, Wednesday, Friday, 11:00; Sec. (*b*), Monday Wednesday, Friday, 12:00. Required of students whose major is history. MR. RILEY

43. Studies in the Social History of the United States, 1829-1861.

Prerequisite: History 32, 33 or History 34, 35. Hours same as course 42. MR. RILEY

46. National Government of the United States.

Prerequisite: History 34, 35 or an equivalent. Monday, Wednesday, Friday, 9:30. MISS KEITH

47. State and Local Government in the United States.

Prerequisite: History 34, 35 or an equivalent. Monday, Wednesday, Friday, 9:30.

Miss Keith

60. Teaching of History.

For seniors majoring in History. Tuesday, Thursday, Saturday, 12:00.

(Also described as Education 60 H. Credit in Education.)

Mrs. Wallace

XI. Home Economics

Ellen Dozier Brewer, *Professor*
Jennie M. Hanyen, *Associate Professor*

The requirements for a major are 24 semester hours of work in home economics, 18 semester hours of which shall be courses numbered 30 or over and taken at Meredith College. There must be as much as 9 semester hours of work in textiles and clothing or 12 semester hours of work in foods. If both textiles and clothing and foods are taken, only one elementary course may be counted toward the major.

The requirements for a minor are 18 semester hours of work in home economics, 12 semester hours of which shall be courses numbered 30 or over and taken at Meredith College. There must be at least 9 semester hours of work in textiles and clothing or 9 semester hours of work in foods.

Students majoring in home economics with a view to teaching it should include in their course, in addition to the general requirements for the degree, the following courses: In the freshman year, Textiles and Clothing 10; in the sophomore year, Bacteriology, Chemistry 20, and Foods and Cookery 20-21; and in the junior and senior years, Physics, Physiology 30-31, Textiles and Clothing 34, Home Nursing, Child Development, Nutrition 30, Foods and Cookery 31, Home Management 40, Home Management Residence, House Planning and Furnishing, Family Relationships 40, Methods of Teaching Home Economics, and 12 hours of education. These subjects, in addition to meeting the State requirements for an A certificate to teach home economics, will complete the major and the minor required by the college. The State Department of

Education recommends that students be prepared to teach in two fields. By adding to the above subjects a course in geography it is possible to secure also an A certificate in general science.

10-11. Textiles and Clothing.

Six semester hours credit. Lectures: Tuesday, Thursday, 9:30. Laboratory: Sec. (*a*), Monday, 11:00-1:00; Wednesday, 2:45-4:45; Sec. (*b*), Wednesday, Friday, 11:00-1:00.

A course including the psychology of line and color in dress, with emphasis upon clothing suitable for individual types and various occasions. A study of the commercial pattern in the construction of simple outer and inner garments for self. The use and care of sewing machines. Individual clothing budget. An analysis of textiles to find the relation between fiber, weave, adulteration, finish, cost, and quality. MISS HANYEN

15. Home Appreciation.

Elective for freshmen and sophomores in all courses. Tuesday, Thursday, Saturday, 9:30.

Intended primarily to help students in their adjustment to different kinds of group living. A study of the modern family and its constituent parts, college relationships, responsibility for proper spending of the family income, the individual and family budget, the economics and ethical principles of dress, principles of food selection, and the use of a time schedule under varying conditions.

MISS BREWER

20-21. Foods and Cookery.

Required of sophomores majoring in Home Economics. Open to other sophomores, juniors, and seniors. Six semester hours credit. Lecture: Wednesday, 8:30. Laboratory: Monday, 1:45-3:45; Friday, 1:45-4:45.

A course designed to give a knowledge of the fundamental principles and processes involved in the preparation, preservation, and serving of foods. Attention to menu-making and food costs, and opportunity of serving well-balanced meals at a moderate cost.

MISS BREWER

30. Nutrition.

Prerequisites: Cookery 20-21 and Chemistry 20-21. Three semester hours credit. Lectures: Wednesday, Friday, 12:00. Laboratory: Monday, 11:00-1:00.

A course designed to give a knowledge of the nutritive requirements of the individual throughout the various stages of life. Typical dietaries prepared for persons of different ages and economic conditions. MISS BREWER

31. Foods and Cookery.

Prerequisite: Cookery 20-21. Three semester hours credit. Lecture: Wednesday, 9:30. Laboratory: Monday, 10:00-1:00; Friday, 11:00-1:00.

A course in advanced cooking and meal serving. Food composition and combination studied in connection with the planning, preparation, and serving of typical meals. Special attention to the economics of the food situation. MISS BREWER

32. Home Cookery.

Elective for juniors and seniors in all courses. Three semester hours credit. Lecture: Tuesday, 1:45. Laboratory: Tuesday, 2:45-4:45; Thursday, 1:45-4:45.

A brief course in food selection, preparation, and service, planned for students majoring in other fields. MISS BREWER

34. Textiles and Clothing.

Prerequisite: Textiles and Clothing 10-11. Three semester hours credit. Lectures: Tuesday, Thursday, 1:45. Laboratory: Tuesday, Thursday, 2:45-4:45.

Advanced work in garment construction. Tailoring. Children's clothing. Remodeling and renovation of materials. Foundation patterns for simple garments drafted to measurements.

MISS HANYEN

35. Home Nursing.

Friday, 1:45.

Prevention of illness in the home. Home care of the sick, including improvised nursing equipment. First-aid work necessary to meet emergencies within the home. MISS HANYEN

37. Child Development.

Monday, Wednesday, 1:45.

A study of the child from infancy through the pre-school period, dealing with pre-natal influence, home environment, and the physical, mental, and emotional development. Opportunity given for the observation of pre-school children. MISS HANYEN

40. Home Management.

Three semester hours credit. Tuesday, Thursday, Saturday, 12:00.

The application of scientific principles to the problems of the modern home-maker. The apportionment of time and of the income, the efficient organization of the household, and economic and social relationships of the family. MISS BREWER

41. House Planning and Furnishing.

Three semester hours credit. Tuesday, Thursday, Saturday, 12:00.

A study of the house plan from the standpoint of convenience and artistic effect. The selection of household furnishings and attractive arrangement of interiors. MISS BREWER

42. Economics of the Home.

Open to seniors taking a major in home economics. Prerequisite or parallel: Home Management 40. Three semester hours credit.

One hour of lecture to be arranged. Residence for students in groups of four in the home management apartment for one month. An opportunity for the practical application of the work in other courses in home economics, and some experience in the organization and administration of a household.

MISS BREWER AND MISS HANYEN

44. Textiles and Clothing.

Prerequisite: Textiles and Clothing 10-11 and Textiles and Clothing 34. Three semester hours credit. Hours to be arranged. Offered in alternate years.

A course including the application of the principles of design and color harmony in dress, with problems modeled on a dress form. The completion of the costume by designing and making of accessories. MISS HANYEN

60-61. Methods of Teaching Home Economics.

Six semester hours credit. Tuesday, Thursday, Saturday, 8:30.

A study of the methods of teaching home economics in high schools. Observation, the making of lesson plans, and supervised teaching. MISS HANYEN

XII. Latin

HELEN PRICE, *Professor*
CAROLYN WRAY, *Instructor*

The requirements for a major are 24 semester hours chosen from 10 through 47.

The requirements for the minor are 18 semester hours chosen from 10 through 47.

Latin 8-9, if successfully completed in college, may, with the approval of the head of the department, be counted toward a major or minor. Six semester hours of Greek may be counted toward a major.

6-7. Elementary Latin. Reading of simple Latin.

Open to students who offer less than two units of Latin for entrance. Credit: two units or six semester hours. Tuesday, Thursday, Saturday, 8:30.

8-9. Prose Authors and Vergil's Æneid.

Prerequisite: Two units of Latin for entrance or Latin 6-7. Monday, Wednesday, Friday, 1:45.

10. Cicero, De Amicitia, and Catullus. Prose Composition.

Prerequisite: Four units of Latin for entrance or Latin 8-9. Tuesday, Thursday, Saturday, 9:30.

11. Horace, Odes and Epodes.

Hours same as those of course 10.

*[20. Cicero's Letters. Pliny's Letters.

Elective for sophomores and juniors. Wednesday, Friday, 9:30.]

* Not given in 1936-1937.

*[21. Latin Elegiac Poetry.

Elective for sophomores and juniors. Wednesday, Friday, 9:30.]

*[22. Roman Private Life.

Elective for sophomores and juniors. No reading knowledge of Latin required. Monday, 9:30.]

*[23. Roman Religion and Philosophy.

No reading knowledge of Latin required. Monday, 9:30.]

30. Latin Comedy.

Elective for sophomores and juniors. Monday, Wednesday, Friday, 9:30.

31. Roman Satire.

Elective for sophomores and juniors. Wednesday, Friday, 9.30.

33. History of Latin Literature.

Elective for sophomores and juniors. No reading knowledge of Latin required. Monday, 9:30.

37. Roman Life and Thought.

Second semester. Monday, Wednesday, Friday, 12:00. Elective for juniors and seniors. No reading knowledge of Latin required.

*[41. Vergil, Georgics and Eclogues, Æneid VII-XII.

Elective for seniors. Same hours as 60.]

42. Roman Historians.

Elective for juniors and seniors. Wednesday, Friday, 8:30.

43. Lucretius.

Elective for juniors and seniors. Wednesday, Friday, 8:30.

44, 45. Sight-Reading of Latin.

Prerequisite: Latin 10-11. Two hours recitation. One hour credit. Tuesday, Thursday, 1:45.

* Not given in 1936-1937.

47. Advanced Latin Composition.
Prerequisite: Latin 60. One hour. Second semester. Hour to be arranged.

*[60. Teaching of Latin.
Elective for seniors. Monday, Wednesday, Friday, 12:00.]

XIII. Greek

HELEN PRICE, *Professor*

The requirements for a minor are 20-21, 30-31, 34, 35.

20-21. Elementary Course.
Open to all students. Monday, Wednesday, Friday, 11:00.

30-31. Plato's Apology. Homer's Iliad.
Prerequisite: Greek 20-21. Monday, Wednesday, Friday, 2:45.

34-35. Greek Tragedy.
Three hours a week throughout the year. Open to those who have completed Greek 30-31.

36. Greek Life and Thought.
First semester. Monday, Wednesday, Friday, 12:00. Elective for juniors and seniors. No reading knowledge of Greek required.

XIV. Mathematics

ERNEST F. CANADAY, *Professor*
DORIS KATHERINE TILLERY, *Instructor*

The requirements for a major are 24 semester hours, which must include 10-11, 20-21, 30-31.
The requirements for a minor are 18 semester hours.

10. College Algebra.
Sec. (*a*), Monday, Wednesday, Friday, 9:30. Sec. (*b*), Tuesday, Thursday, Saturday, 9:30; Sec. (*c*), Monday, Wednesday, Friday, 1:45. STAFF
TEXT: Hart.

* Not given in 1936-1937.

11. Trigonometry.

Sec. (*a*), Monday, Wednesday, Friday, 9:30; Sec. (*b*), Tuesday, Thursday, Saturday, 9:30; Sec. (*c*), Monday, Wednesday, Friday, 1:45.

TEXT: Brink. STAFF

13. Solid Geometry.

Monday, Wednesday, Friday, 2:45.

TEXT: Hawkes, Luby, Touton. MISS TILLERY

*15. Mathematical Principles of Accounting.

Monday, Wednesday, Friday, 9:30. MISS TILLERY

20-21. Plane and Solid Analytic Geometry.

Prerequisite: Course 11. Tuesday, Thursday, Saturday, 11:00.

TEXT: Siceloff-Wentworth-Smith. MR. CANADAY

30-31. Differential and Integral Calculus.

Prerequisite: Course 20-21. Monday, Wednesday, Friday, 11:00.

TEXT: Hawkes. MR. CANADAY

40. Theory of Equations.

Prerequisite: Course 20-21. Tuesday, Thursday, Saturday, 8:30.

TEXT: Dickson. MR. CANADAY

41. College Geometry.

Prerequisite: Course 20-21. Tuesday, Thursday, Saturday, 8:30.

TEXT: Altshiller Court. MR. CANADAY

**60. Methods of Teaching Mathematics.

Prerequisite: Course 20-21. Counts as three hours Education. Tuesday, Thursday, Saturday, 9:30.

Review of subject-matter, study of methods involved in high school teaching, investigation of high school texts and materials, reading in mathematical history and current magazines. MISS TILLERY

*Not counted on a major or minor after 1935-1936. Not given for less than five students.

**Given in alternate years. Given in 1936-1937. Not given in 1937-1938.

XV. Music, Theoretical

The members of the teaching staff are given on pages 10-11.

The requirements for a major in music for the B.S. degree are outlined on pages 88-89, 92-97.

A minor in theoretical music for the A.B. degree requires 18 semester hours and must include Music 10.0-11.0; 16.0-17.0; 20.1-21.1 or 23.2.

Free electives for the A.B. degree may include practical music, not exceeding twelve semester hours. In order to receive credit for practical music for the A.B. degree the student must have an equal amount of theoretical music with grades of C or higher.

The music courses listed below, and certain other music courses approved by the head of the department, are open to A.B. students.

10.0-11.0, Elementary Harmony, page 98.
16.0-17.0, Solfeggio, page 98.
10.6, Voice class, page 98.
11.6, Public School Music for Grade Teachers, page 98.
20.0-21.0, Advanced Harmony, page 99.
26.0-27.0, Solfeggio, page 99.
20.1-21.1, Music History, page 99.
23.2, Appreciation of Music, page 99.

XVI. Physics, Astronomy, Geology, Geography

J. Gregory Boomhour, *Professor*
Ethel Evangeline English, *Assistant Professor*

PHYSICS

30-31. General Physics.

For juniors and seniors. Three hours a week. Three hours lecture and recitation and two hours laboratory. Lectures: Monday, Wednesday, Friday, 9:30. Laboratory: Monday, 2:45-4:45.

A study of the elementary fundamental principles of physics. Lectures, class demonstrations, occasional quizzes, and laboratory work based on mechanics, sound, light, heat, magnetism, and electricity. Special attention given to the explanation of the phenomena of everyday life. Mr. Boomhour

ASTRONOMY

36. General Astronomy.

For juniors and seniors. Three hours a week for the first semester. Tuesday, Thursday, Saturday, 1:45.

An introductory study of the facts and principles underlying the science of astronomy. Two hours a month given to the observation and study of constellations.

TEXT: Todd, *New Astronomy.* MR. BOOMHOUR

GEOLOGY

39. General Geology.

For juniors and seniors. Prerequisite: chemistry and biology. Three hours a week for the second semester. Tuesday, Thursday, Saturday, 1:45.

A study of the natural phenomena which affect the earth's structure and topography, and the varied changes that have taken place in plant and animal life. Two hours a month given to field study of quarries and topography.

TEXT: Chamberlin and Salisbury, *Introductory Geology.*
MR. BOOMHOUR

GEOGRAPHY

30. Principles of Human Geography.

Open to sophomores and juniors. Monday, Wednesday, Friday, 1:45.

An introductory world-wide survey of the distribution and characteristics of the elements of the natural environment, with particular reference to the bearing of the natural environment on the economic life of man. MISS ENGLISH

31. Geography of North America.

Open to sophomores and juniors. Monday, Wednesday, Friday, 1:45.

The continent is divided into natural regions, each of which is studied with regard to its physical features, resources, and economic activities. MISS ENGLISH

XVII. Psychology and Philosophy

FLORENCE MARIAN HOAGLAND, *Professor*
CAROLYN WRAY, *Instructor*

The requirements for a major are 20, 23, 44, 45, and 12 semester hours elected from 33, 34, 35, 36, 41, and Education 31.

The requirements for a minor are 20, 23, 44, 45, and 6 semester hours elected from any of the courses listed above.

Psychology 20 is prerequisite to all other courses in psychology.

The State Department of Education credits as electives for the professional requirements the following courses in psychology: 23, 33, 34, 35, 36.

20, 20S. General Psychology.

Required for the A.B. degree. First semester, 20; Sec. (*a*), Monday, Wednesday, Friday, 8:30; Sec. (*b*), Monday, Wednesday, Friday, 11:00; Sec. (*c*), Tuesday, Thursday, Saturday, 9:30; Sec. (*d*), Tuesday, Thursday, Saturday, 11:00; Sec. (*e*), Monday, Wednesday, Friday, 2:45. Second semester, 20S: Sec. (*a*), Monday, Wednesday, Friday, 8:30.

23. Experimental Psychology.

Monday, Wednesday, 11:00. Laboratory Wednesday, 2:45-4:45.

An introduction to typical laboratory problems and methods.

33. Child Psychology.

Tuesday, Thursday, Saturday, 11:00.

A survey of the present knowledge of the psychological development of the child through the adolescent years.

*[34. Social Psychology.

Tuesday, Thursday, Saturday, 8:30.

A study of the psychology of social phenomena.]

35. Abnormal Psychology and Mental Hygiene.

Tuesday, Thursday, Saturday, 8:30.

A survey of the problems of maladjustment in their relation to normal mental life.

* Not given in 1936-1937.

36. Applied Psychology.

Tuesday, Thursday, Saturday, 8:30.

A study of psychological principles in their practical applications.

41. Ethics.

Tuesday, Thursday, Saturday, 9:30.

A study of the development of ethical ideas.

44. History of Ancient and Medieval Philosophy.

Open to juniors and seniors, and to sophomores with permission. Monday, Wednesday, Friday, 8:30.

Special emphasis on Plato and Aristotle.

45. History of Modern Philosophy.

Open to juniors and seniors, and to sophomores with permission. Monday, Wednesday, Friday, 8:30.

Readings from Bacon, Hobbes, Descartes, Spinoza, Locke, Berkeley, Hume, Kant, Hegel, and Schopenhauer.

XVIII. Religion

Lemuel Elmer McMillan Freeman, *Professor*
Isaac Morton Mercer, *Associate Professor*

Each student is required to take during her freshman or sophomore year six semester hours of religion from the following: Religion 16, 17, 20, 21.

The requirements for a major are 15 semester hours from 16, 17, 20, 21, 34, 35, 40, 41, 42, 43, 44, 45, and 9 semester hours from other courses. Those who are planning to attend the Training School or Seminary are advised to take most of the last six or twelve hours in courses 30 to 35 and 40 to 45.

The requirements for a minor are 6 semester hours from 16, 17, 20, 21; 3 semester hours from 30, 31, 32, 33, and 6 semester hours from other courses.

*[11. The Principles of Church Efficiency.

Open to freshmen and sophomores. Monday, Wednesday, Friday, 11:00.

After a brief survey of American Baptist history and distinguishing Baptist principles, attention is directed to methods of promoting the efficiency of local churches.

* Not given in 1936-1937.

The various forms of activity in the local church are studied. Attention is given to the organization and work of the W. M. U., the B. T. U., the Daily Vacation Bible School, and the Sunday School. Religious surveys, methods of enlistment, evangelism, and the social side of church life are investigated.] MR. MERCER

16, 17. Bible History.

Open to freshmen in home economics and Group III. Sec. (*a*), Tuesday, Thursday, Saturday, 11:00; Sec. (*b*), Monday, Wednesday, Friday, 12:00.

Texts: *American Standard Version of the Bible;* Smyth, *How We Got Our Bible;* Weatherspoon, *The Book We Teach.*

20. Old Testament History.

Open to sophomores and juniors. Students who offer this as prescribed work are required to complete this course by the end of the junior year. Sec. (*a*), Tuesday, Thursday, Saturday, 8:30; Sec. (*b*), Monday, Wednesday, Friday, 9:30; Sec. (*c*), Tuesday, Thursday, Saturday, 12:00; Sec. (*d*), Monday, Wednesday, Friday, 1:45.

This course gives a brief survey of Old Testament History. It aims to give a knowledge of the history of the Hebrews, the religious and moral ideals of their great leaders, to discover Israel's contribution to human progress, and to prepare the student to appreciate the various forms of Old Testament literature.

TEXTS: *American Standard Version of the Bible;* Smyth, *How We Got Our Bible.* MR. FREEMAN and MR. MERCER

21. New Testament History.

Open to sophomores and juniors. Students who offer this as prescribed work are required to complete this course by the end of the junior year. Sec. (*a*), Tuesday, Thursday, Saturday, 8:30; Sec. (*b*), Monday, Wednesday, Friday, 9:30; Sec. (*c*), Tuesday, Thursday, Saturday, 12:00. Sec. (*d*), Monday, Wednesday, Friday, 1:45.

The Life of Christ and the history of the Apostolic Age are studied.

TEXTS: Stevens and Burton, *A Harmony of the Gospels;* Burton, *Records and Letters of the Apostolic Age.*

MR. FREEMAN and MR. MERCER

*[24. Religious Education.

Tuesday, Thursday, Saturday, 11:00.

This course is a general introduction to religious education, particular attention being given to its principles and institutions.

Text: Price, *An Introduction to Religious Education.*]

Mr. Freeman

25. The Modern Sunday School.

Monday, Wednesday, Friday, 11:00.

After a study of Sunday School organization and management, the teaching methods of Jesus are investigated and compared with methods now in use. Considerable time is given to lesson construction. Opportunity is given for visiting some of the Raleigh Sunday Schools. Mr. Freeman

27. Missions.

Open to sophomores and juniors. Prerequisites 16 and 17 or 20 and 21. Monday, Wednesday, Friday, 11:00.

In this course the Biblical grounds for missions, the history of missions, and the various forms of Southern Baptist mission work carried on at home and abroad are studied. Mr. Mercer

*[30. Old Testament Interpretation.

Prerequisite: Religion 16 or 20. Monday, Wednesday, Friday, 12:00.

Selections from the prophetical writings are used in this course.]

*[32. Old Testament Interpretation.

Prerequisite: Religion 20. Monday, Wednesday, Friday, 12:00.

Selections from the poetical writings of the Old Testament are used in this course. Considerable time is spent on the Book of Job.]

Mr. Freeman

34. Christian Doctrines.

Open to juniors and seniors. Monday, Wednesday, Friday, 11:00.

This is a brief course in what is commonly called theology. In it are studied the fundamental teachings of God's Word concerning

* Not given in 1936-1937.

God himself, His existence, nature and activities, man and sin, salvation and the kingdom of God, the Church, and the future life.

MR. MERCER

*[35. Biblical Literature.

Open to sophomores, juniors, and seniors. Monday, Wednesday, Friday, 1:45.

Representative selections from both the Old and the New Testament are studied as literature. Attention is given to the circumstances under which the various kinds of literature were produced. Emphasis is placed on reading the Bible for understanding and appreciation.] MR. FREEMAN

36. New Testament Interpretation.

Prerequisite: Religion 17 or 21. Monday, Wednesday, Friday, 11:00. MR. FREEMAN

40. The History of Religion.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 9:30.

The most important religions of the past and present are studied with a view to understanding their principal teachings and influence. MR. FREEMAN

41. Outlines of Christian History.

Tuesday, Thursday, Saturday, 9:30.

*[42. Theism.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 9:30.

The various arguments for the existence of God are considered, and an effort is made to understand philosophically the relation between God and the world. Lectures, parallel reading, and class discussion.] MR. FREEMAN

*[44. Christian Ethics.

Open to juniors and seniors. Monday, Wednesday, Friday, 12:00.

The moral principles of Christianity are studied with reference to present-day social problems.] MR. FREEMAN

* Not given in 1936-1937.

*[45. Present-day Religious Problems.

Open to juniors and seniors. Monday, Wednesday, Friday, 12:00.

Several of the most important tendencies of religion are studied. Opportunity is given for considerable reading.] MR. FREEMAN

XIX. Physical Education

GERTRUDE ROYSTER SORRELL, *Director*
MARIAN WARNER, *Assistant Director*

All students when entering college are given a physical examination by the resident physician and physical director. If this should show reason why a student should not take the regular work, then special exercises adapted to her needs will be prescribed for her. A special examination is required before a student is entered for the heavy field sports.

On the college grounds are courts for tennis, basketball, volleyball, hockey, and archery. Horses, with the services of a riding master, are available at a moderate price. At the close of the interclass basketball and hockey games, letters are awarded to the best players. A handsome silver loving cup is also offered yearly to the team winning in an interclass basketball contest. To the champion of the interclass tennis tournament letters are awarded. The athletics committee of the faculty, with the physical director and the assistant director, has control of all field sports.

A new uniform, at moderate price, has been adopted, and students are advised to wait until they arrive at college before they provide themselves with an outfit. The suit selected by the department is economical and is the standard uniform.

Resident students are required to take two hours a week of physical education. Seniors who have credit for six semester hours are allowed optional attendance. The credit for physical education is not counted as a part of the 120 semester hours required for the degree. Students who desire credit for physical education will be allowed two semester hours of credit for each of the three courses, 10-11, 20-21, 30-31 completed at Meredith, and

*Not given in 1936-1937.

the number of semester hours required for a degree will be increased according to the number of semester hours of physical education counted.

As far as possible, students are organized in classes according to the number of years that they have had the work. Students are graded in physical education on the basis of faithfulness, punctuality, and efficiency.

In each course offered the chief aims are to improve the general health, to train and cultivate habits of good posture, to develop flexibility and coördination, and to stress the recreational side of all sports and games.

10-11. Physical Education.

Corrective gymnastics, posture training, fundamental rhythms, and folk dancing. Team and individual sports, games of low organization, and moderate sports for those who should not take the more active work. MRS. SORRELL

20-21. Physical Education.

Prerequisite: 10-11. Corrective gymnastics, posture training, rhythms, folk dancing. Team and individual sports. A course in natural rhythms may be elected by a limited number taking this course. MRS. SORRELL

30-31. Physical Education.

Prerequisite: 10-11, 20-21. Corrective gymnastics and posture training, rhythms and folk dancing. Team and individual sports. A course in natural rhythms may be elected by a limited number taking this course. MRS. SORRELL

40-41. Technique of Teaching Sports. Methods of Coaching and Officiating.

Open to students interested in high school athletics, recreation, and playground work. Tuesday, Thursday.

Fall—Hockey, basketball, tennis.

Spring—Soccer, baseball, archery. MISS WARNER

60-61. Methods and Materials for Teaching Physical Education.

Elective for juniors and seniors. Two semester hours credit allowed by the State Department for those who apply for a primary certificate or a grammar grade certificate.

This course includes story plays, singing games, rhythmic plays, schoolroom and playground games, educational and corrective gymnastics, and folk dances. Instruction is given in outdoor sports, hockey, basketball, tennis, track, and archery. A notebook is required. This course may be substituted for the required work in physical education. This course is arranged to meet the increasing demands for teachers of general subjects who are qualified to assist in physical education in the public schools. Mrs. Sorrell

Department of Music

Leslie P. Spelman, *Professor*
May Crawford, *Associate Professor*
Charlotte Elizabeth Armstrong, *Associate Professor*
Ethel M. Rowland, *Associate Professor*
Aileen McMillan, *Acting Assistant Professor*
Ragna Ottersen, *Assistant Professor*
Pauline Wagar, *Assistant Professor*
*Virginia Branch, *Instructor*
Mary Lee, *Instructor*

The courses in the Department of Music fall into four principal groups, namely: courses in history and appreciation designed primarily as cultural courses for students not specializing in music, courses in teaching methods designed to prepare for work as a teacher of music (in the public schools or as a private teacher), courses in theory and composition designed to furnish a solid background for the understanding and interpretation of the greatest music as well as to develop to the fullest the creative ability of the individual, and courses in singing and playing leading to artistic performance. The importance of supplementing a musical education by a liberal cultural education is now more than ever before realized. While it is true that there are those who have attained success in music with little or no cultural background, they are the exceptions, and most eminent musicians have been persons of liberal education, for the understanding and appreciation of music are governed to a large extent by the understanding and appreciation of life. For this reason the literary requirements for entrance and graduation with the major in music are considered very essential and made an important part of the total requirements for a degree.

Admission to Classes

A. *Literary Requirements.*

For admission to the freshman class a candidate must offer fifteen units of the entrance requirements for the A.B. degree.

* On leave of absence 1935-1936.

For a detailed description of these courses see pages 24-28. A unit represents four one-hour recitations or five forty-five-minute recitations a week throughout a secondary school year, and is estimated to be equivalent to one-fourth of the work in one year in the high school.

Every candidate for a degree must offer:

English	4 units
French or German	2 units
*Electives	9 units
Total	15 units

B. *Musical and Technical Requirements.*

Students are graded in music according to the quality as well as the quantity of work done, and therefore on entering are classified only tentatively until the value of their entrance music can be determined. Students are assigned to teachers according to their needs and abilities, and resident students may study only with teachers engaged by the college.

1. *For admission with the major in piano* a student should be able to play:

(a) All scales and arpeggios, major and minor, through four octaves, parallel motion, at a moderate tempo.

(b) Several studies of the difficulty of: Duvernoy Op. 120, Bertini Op. 100, Czerny Op. 636, Jensen "25 Piano Studies," Heller Op. 46, Gurlitt Op. 54.

(c) A sonata of the difficulty of Mozart *Sonata in C major,* Haydn *Sonata in C major,* Beethoven Sonatas Op. 49, Nos. 1 and 2.

*Any required or elective subjects allowed for entrance to the A.B. course may be offered (see page 24); also a half-unit or a unit in the theory of music will be accepted, according to the amount of time given to the work.

(d) Lighter pieces of the difficulty of Tschaikowsky *Song of the Lark,* Schytte *Witches' Revel,* Schubert *Scherzo in B flat,* Merkel *Butterfly.*

2. *For admission with the major in organ* a student should have had sufficient piano to begin the study of the organ. No previous study of organ is necessary.

3. *For admission with the major in voice* a student should possess a good natural voice and a correct musical ear. Some knowledge of the piano will be found helpful and will reduce the time to be devoted to piano as a secondary subject. In general, applicants for admission with the major in voice will be expected to sing several songs, for at least one of which they should play their own accompaniment.

4. *For admission with the major in violin* a student should have theoretical and practical knowledge of all positions and all bowings, and should be able to play all major and minor scales through two octaves, at moderate tempo. In addition, etudes of the difficulty of Laoureux Book II, Mazas Op. 36, Kayser Op. 20; pieces by Bohm, Dancla, Bériot, Raff, and other composers; and a movement from a sonata or simple concerto should be offered. Some knowledge of the piano will be found helpful and will lessen the time to be devoted to piano as a secondary subject.

5. *For admission with a major in violoncello,* a student should have a good general musical foundation, and show sufficient talent for the instrument.

6. *For admission with the major in public school music* a student should give evidence of having taken enough work in piano or voice, or both, to be able to complete in four years the requirements for the degree with the major in public school music.

7. *For admission with the major in composition* a student should possess a sensitive musical ear and should present enough original work to satisfy the instructor that she can pursue the course with profit.

Conditioned Students

Freshmen must offer fifteen units and are not allowed any conditions in literary subjects. Freshmen must remove all conditions in practical music by the end of the first semester.

Sophomores may have conditions not exceeding three hours, but only a slight condition in practical music will be allowed. Sophomores must remove all conditions in practical music by the end of the first semester.

Juniors and seniors may be conditioned to the extent of three hours in their theoretical and literary work, but no student will be rated as a junior or senior if conditioned in her major subject.

Irregular Students

Those who cannot meet the entrance requirements in practical music, but who offer fifteen entrance units, including three in English and two in French or German, may be classed as irregular students in music.

Requirements for Graduation

To be entitled to a degree of Bachelor of Science in piano, organ, violin, violoncello, composition, voice, or public school music as major, the student, in addition to the fifteen units offered for entrance, must have satisfactorily completed the course as outlined on pages 92-97 of the catalogue, and with the major in piano, organ, violin, violoncello, or voice must have given a public recital of standard works from memory in

a creditable and artistic manner. Graduates in violin, violoncello, composition, voice, and public school music must have completed sufficient work in piano to satisfy the requirements for secondary piano. Graduates in composition must have had a program of their works performed at the college in lieu of a graduation recital.

In piano, organ, violin, or violoncello the requirements are forty-eight semester hours of literary work, thirty-six semester hours of theoretical work, and thirty-eight semester hours of practical music. In composition the requirements are the same, except that a student may substitute not more than eight semester hours of additional theoretical work for the same amount of work in practical music, at the discretion of her major professor.

In voice the requirements are forty-eight semester hours of literary work, twenty-six semester hours of theoretical work, thirty-eight semester hours of practical music, and ten semester hours of either literary or theoretical courses as outlined on pages 94-95.

In public school music the requirements are forty-eight semester hours of literary work, sixty-six hours of theoretical and practical music, and eight semester hours chosen from either group as outlined on pages 96-97.

A student counting theoretical music as a major toward the B.S. degree must complete Solfeggio 16.0-17.0, Harmony 10.0-11.0, Music History 20.1-21.1, and enough other theoretical work to total not less than 12 hours. A student counting practical music as a major toward the B.S. degree will be expected to accompany this work by such theoretical courses as the head of the department may deem advisable.

Each student is required to take approximately forty-five hours of work a week, and no student may take more than forty-eight hours of work a week except by action of the committee on prescribed and extra work.

During the regular examination week at the end of each semester all students majoring in the department take an examination before the college music teachers, and are graded accordingly.

Equipment

Five grand pianos, forty upright pianos, a large three-manual organ, a two-manual and pedal reed organ, a pedal piano, and numerous orchestral instruments furnish thorough equipment for efficient teaching.

Students' Recitals

Students' recitals are held once a week, at which all music students are required to be present, and in which they are required to take part when requested to do so by their teachers.

Freshmen and sophomores majoring in piano, organ, voice, violin, or violoncello will appear in recital at least once each semester, except that freshmen may be excused the first semester. Juniors will be heard at least twice each semester, and seniors at the discretion of their major professors. Students may give individual recitals at the discretion of their major professors, after receiving the sanction of the head of the department.

Concerts

One of the most important parts of a musical education, as well as one of the best sources of inspiration for hard work, is the hearing of concerts by eminent artists. The college appropriates a substantial fund to bring musicians as well as lecturers to the campus, and many opportunities are thereby afforded for hearing the best music well performed. In addition, the Raleigh Civic Music Association and other organizations frequently bring artists to Raleigh for recitals, which music students can usually arrange to attend. Also, there are in Raleigh many excellent musical organizations that in their programs give opportunity to hear the finest choral and instrumental

works. Members of the faculty of the Department of Music, too, are very active as recitalists, and the faculty concerts* given throughout the college year include works from all schools of composition, and for organ, piano, violin, violoncello, voice, and combinations of these instruments, and are a very important part of the life of the college.

Supplies

The college maintains a supply store at which students may purchase the music and supplies needed in their studies, thus avoiding any delay in getting them. The college does not grant students credit, but those who wish the convenience of a charge account may deposit any desired sum of money with the store with the understanding that the amount not used in the purchase of supplies will be returned at the end of the year.

* Programs of these concerts may be obtained upon application to the head of the Department of Music.

Outline of Course Leading to Degree of Bachelor of Science, with the Major in Piano, Organ, Violin, Violoncello, or Composition

FRESHMAN YEAR

Subjects	Semester Hours
*English 10-11	6
*†French or German 10-11	6
*History 10-11	6
*Elementary Harmony 10.0-11.0	4
Solfeggio 16.0-17.0	2
Practice	8
Total hours	32

SOPHOMORE YEAR

*English 20-21	6
*†Religion 20-21 or 22-23	6
*Advanced Harmony 20.0-21.0	4
Solfeggio 26.0-27.0	2
Music History 20.1-21.1	4
Practice	8
Total hours	30

*Each hour of recitation is supposed to require two hours of preparation.

†French or German must be continued in college two years unless French 10-11 or German 10-11 is completed during the freshman year.

JUNIOR YEAR

Subjects	Semester Hours
*¶Literary elective	6
Counterpoint 30.0-31.0	4
Solfeggio 36.0-37.6	2
**Pedagogy 34.6-35.6 or 36.6-37.6	4
†Musical electives	4
§Practice	10
Total hours	30

SENIOR YEAR

*¶Literary electives	12
§Musical electives	6
‡Practice	12
Total hours	30

*Each hour of recitation is supposed to require two hours of preparation.

**Students majoring in composition may substitute other theoretical courses for Pedagogy.

†Courses which may be elected in the junior year are Teaching Methods, 20.6-21.6, 30.6-31.6, 32.6-33.6. Ensemble, 30.3-31.3, or 34.3-35.3. Music History, 40.1 or 41.1 (by special consent of the instructor). Chamber Music 40.3-41.3 (by special consent of the instructor).

‡Students majoring in composition must take Composition 40.0-41.0, and may substitute eight hours, or any desired number less, of Composition seminar work for practical music.

§Courses which may be elected in the senior year are Composition, 40.0-41.0; Advanced Solfeggio, 46.0-47.0; Music History, 40.1; Interpretation, 41.1; The Symphony, 43.1; Chamber Music, 40.3-41.3.

¶Electives may be chosen from any required or elective subject in any department. Those expecting to teach are advised to elect education. Music students electing a subject from the music department as a second major may substitute four semester hours of music history for A.B. electives.

Outline of Course Leading to Degree of Bachelor of Science, with the Major in Voice

FRESHMAN YEAR

Subjects	Semester Hours
*English 10-11	6
*†Language 10-11	6
*History 10-11	6
*Elementary Harmony 10.0-11.0	4
Solfeggio 16.0-17.0	2
Practice voice and piano	8
Total hours	32

SOPHOMORE YEAR

*English 20-21	6
¶*Religion 20-21 or 22-23	6
*Advanced Harmony 20.0-21.0	4
Solfeggio 26.0-27.0	2
¶Music History 20.1-21.1	4
Practice voice and piano	8
Total hours	30

*Each hour of recitation is supposed to require two hours of preparation.

†French or German must be continued two years in college, unless French 10-11 or German 10-11 is completed during the freshman year.

¶Students able to take 16 hours a semester may leave music history until their junior year and take a language their sophomore year. A few students may be allowed to postpone taking religion until their junior year in order to take a language their sophomore year.

JUNIOR YEAR

Subjects	Semester Hours
*‡Literary elective	6
*Counterpoint 30.0-31.0	4
Solfeggio 36.0-37.0	2
*§Theoretical or Literary Electives	8
Practice voice and piano (if the piano requirements are not yet completed)	10
Total hours	30

SENIOR YEAR

‡*Literary electives	12
§*Theoretical or literary electives	6
Practice voice (and piano if so advised by the major professor)	12
Total hours	30

*Each hour of recitation is supposed to require two hours of preparation.

‡Electives may be chosen from any required or elective subject in any department. Those expecting to teach are advised to elect education. Music students electing a subject from the music department as a second major may substitute four semester hours of music history for A.B. electives.

§Four hours of theoretical electives must be taken either during the junior or senior year in order to complete the degree requirements of 26 theoretical hours. For theoretical electives available see the outline of the course with the major in piano, organ, violin, violoncello, or composition.

Outline of Course Leading to Degree of Bachelor of Science, with the Major in Public School Music

FRESHMAN YEAR

Subjects	Semester Hours
*English 10-11	6
*†Language 10-11	6
*History 10-11	6
*Elementary Harmony 10.0-11.0	4
Solfeggio 16.0-17.0	2
‡Practice piano	8
Total hours	32

SOPHOMORE YEAR

*English 20-21	6
*Religion 20-21 or 22-23	6
*Advanced Harmony 20.0-21.0	4
Solfeggio 26.0-27.0	2
§Wind Instruments 26.5-27.5	2
‡Practice piano and voice	10
Total hours	30

*Each hour of recitation is supposed to require two hours of preparation.

†French or German must be continued in college two years, unless French 10-11 or German 10-11 is completed during the freshman year.

‡Students in public school music are required to complete secondary piano and at least six hours of voice. Those completing their voice and piano requirements before the junior or senior year may elect any other courses in practical music upon the advice of their major professor.

§ Violin class 36.5-37.5 may be taken in the sophomore year and Wind Instruments 26.5-27.5 during the senior year.

JUNIOR YEAR

Subjects	Semester Hours
*Literary elective	6
*Psychology 20, Psychology 31	6
*Counterpoint 30.0-31.0	4
Solfeggio 36.0-37.0	2
Music History 20.1-21.1	4
Grade School Methods 38.6-39.6	4
‡Practice	6
Total hours	32

SENIOR YEAR

*Education 32, elective	6
*Pedagogy 34.6-35.6 or 36.6-37.6	4
High School Methods 42.6	2
Violin Class 36.5-37.5	2
Conducting 40.6 Orchestration 41.6	4
Directed Teaching	4
Musical electives	6
Total hours	28

*Each hour of recitation is supposed to require two hours of preparation.

‡Students in public school music are required to complete secondary piano and at least six hours of voice. Those completing their voice and piano requirements before the junior or senior year may elect any other courses in practical music upon the advice of their major professor.

Courses in Music

A. Theoretical Courses

10.0-11.0. Theory, Elementary Harmony.

Required of freshmen majoring in music. Credit: two hours each semester. (*a*), Wednesday, Friday, 12:00; (*b*), Wednesday, Friday, 8:30.

A course beginning with scales, intervals, and chord formation. Harmonizing melodies and figured basses on paper and at the keyboard through the dominant seventh chord and inversions. Original work encouraged, and the student taught to think contrapuntally.

Text: Heacox-Lehmann, *Lessons in Harmony.*

Miss Wagar and Mr. Spelman

16.0-17.0. Solfeggio and Musicianship.

Required of freshmen majoring in music. Credit: one hour each semester. Tuesday, Thursday, Saturday, 8:30.

A study of all phases of music through sight-singing and dictation, beginning with very easy exercises and proceeding gradually to those involving complex rhythms and careful interpretation. A laboratory course meeting three times a week for one hour and requiring no preparation.

Book fee: $1.00. Miss Ottersen

10.6. Voice Class.

Credit: one semester hour. Monday, Wednesday, Friday, 2:45.

A course in the fundamentals of voice production, designed to give students intending to teach in the public schools a foundation for the study of sight-singing and public school music.

Book fee: $1.00. Miss Ottersen

11.6. Public School Music for Grade School Teachers.

Prerequisite: 10.6. Credit: two semester hours. Monday, Friday, 2:45.

A study of the methods of presenting music to children in the grades. Designed to meet the needs of the regular grade school teacher.

Book fee: $1.00. Miss Ottersen

20.0-21.0. Advanced Harmony and Form.

Prerequisite: Harmony 10.0-11.0. Required of sophomores majoring in music. Credit: two hours each semester. Tuesday, Thursday, 11:00.

A continuation of Harmony 10.0-11.0. Secondary seventh chords, altered chords, modulation, dominant ninth chords, non-harmonic tones. Original work and keyboard harmony as in 10.0-11.0. A study of form in music by the analysis of many compositions.

TEXTS: The same as for Harmony 10.0-11.0, with the addition of Lehmann, *Form in Music.*

MISS WAGAR

26.0-27.0. Solfeggio and Musicianship.

Prerequisite: Solfeggio 16.0-17.0. Required of sophomores in music. Credit: one hour each semester. Monday, Wednesday, Friday, 11:00.

A continuation of Solfeggio 16.0-17.0, using the same methods and text. More advanced work, including a study of the 1st, 3d, and 4th lined C clefs as well as the G and F clefs studied in Solfeggio 16.0-17.0.

MISS WAGAR

Book fee: $1.00.

20.1-21.1. The History of Music.

Prerequisites: English 10-11 and History 10-11. Required of students majoring in music. Credit: two hours each semester. Tuesday, Thursday, Saturday, 8:30.

First Semester: A detailed study of the history of music from primitive times to the end of the sixteenth century.

Second Semester: Continued study from the beginning of the seventeenth century to the present, with a critical analysis of instrumental and vocal masterpieces of all periods.

TEXT: Pratt, *History of Music.* MISS ARMSTRONG

23.2. Appreciation of Music.

Credit: Two hours. Monday, Wednesday, Friday, 8:30.

A course adapted to the needs of the general college student who wishes to obtain a better understanding of music as an element of liberal culture and to develop the power of listening intelligently. No technical knowledge required. Not open to music majors. Open to sophomores, juniors, and seniors. MR. SPELMAN

26.5-27.5. Wind Instrument Class.

Required of sophomores in public school music. Credit: one hour each semester. Hours to be arranged.

A practical study of the technique of at least two wind instruments. One class lesson and 3 hours practice per week.

Fee: $7.50 per semester. MISS WAGAR

30.0-31.0. Counterpoint.

Prerequisite: Harmony 20.0-21.0. Required of juniors majoring in music. Credit: two hours each semester. Monday, Wednesday, 9:30.

A continuation of the work of Harmony 20.0-21.0. Strict counterpoint in all five species in two, three, and four parts. Composition in the simpler classic forms. Canon. Composition of motets and anthems in four parts and of a three-part fugue. Free composition as in all other courses, with emphasis on the extensions of the rules of strict counterpoint which lead to smooth part writing in a free style.

TEXTS: Kitson, *The Art of Counterpoint*, and Pearce, *Students' Counterpoint*. MR. SPELMAN

36.0-37.0. Solfeggio and Musicianship.

Prerequisite: Solfeggio 26.0-27.0. Required of juniors majoring in music. Credit: one hour each semester. Tuesday, Thursday, Saturday, 9:30.

A continuation of the work of Solfeggio 26.0-27.0, involving a study of all the clefs and difficult exercises in one, two, and three parts. Special attention is given to harmonic dictation in four parts.

Book fee: $1.00. MISS WAGAR

36.5-37.5. Violin Class.

Required of seniors in public school music. Credit: one hour each semester. Hours to be arranged.

A practical study of the violin for public school music majors. One class lesson and three hours practice per week.

Fee: $7.50 per semester. MISS ARMSTRONG

34.6-35.6. The Teaching of Piano.

Required of majors in piano. Credit: two hours each semester. Tuesday, Thursday, 8:30.

Methods of teaching to children notation, piano technique, elements of theory, rhythm and ear training, with a systematic study of material suitable for beginners of all ages, as well as more advanced students. Observation and directed teaching under the supervision of the instructor.

Miss Crawford and Miss Branch

36.6-37.6. The Teaching of Stringed Instruments.

Required of majors in violin and violoncello. Credit: two hours each semester. Wednesday, Friday, 8:30.

A short résumé of the history of stringed instruments, their construction and literature. Methods of teaching children notation, elements of theory, ear-training, left-hand technique, bowing technique; good tone production; systematic study of material for pupils of all grades of advancement; the correcting of defects in pupils who have been previously badly taught; and other problems that face the teacher. Observation and directed teaching under the supervision of the instructor.

Miss Armstrong

30.3-31.3. Piano Ensemble.

Credit: one hour each semester. Hours to be arranged.

A study of the standard symphonies and overtures through four- and eight-hand arrangements for piano, with special attention to sight-reading, rhythm, quick adjustment to the artistic needs of the moment, and poise on the part of the players. A laboratory course meeting for three hours a week and requiring no preparation.

Miss McMillan

34.3-35.3. Stringed Instrument Ensemble.

Credit: one hour each semester. Hours to be arranged.

A study of the standard overtures and symphonies in arrangements for strings, and strings and piano. Special attention given to sight-reading and rhythm as in Ensemble 30.3-31.3. A laboratory course meeting for three hours a week and requiring no preparation.

Fee: $7.50 per semester. Miss Armstrong

38.6. Materials and Methods of Teaching Music in the Kindergarten and Lower Grades.

Prerequisite: Solfeggio 16.0-17.0 or Voice class 10.6. Required of juniors in public school music. Credit: two hours. The first semester, Tuesday, Thursday, 1:45.

A study of the various texts in use in the kindergarten and first three grades, the use of songs and dances, rhythmic studies for children. Planning the work in the classroom and for the year, methods of interesting children in music. Selection and presentation of rote songs, the child voice in singing, the unmusical child, introduction of staff notation and the beginning of music reading; directed listening.

MISS OTTERSEN

Book fee, $1.00.

39.6. Materials and Methods of Teaching Music in the Higher Grades.

Required of juniors in public school music. Credit: two hours. The second semester. Tuesday, Thursday, 1:45.

A detailed study of the texts in use in the fourth, fifth, and sixth grades; further development of music reading, introducing the tonal and rhythmic problems common to these grades.

Book fee, $1.00. MISS OTTERSEN

40.0-41.0. Composition

Prerequisite: Counterpoint 30.0-31.0. Credit: two hours each semester. Hours to be arranged.

Composition in the larger forms for voice, chorus, individual instruments, and combinations of instruments, following largely the inclination of the individual student. Two recitations and one conference a week. MR. SPELMAN

40.1. Interpretation.

Credit: two hours. Monday, Wednesday, 8:30.

Designed to enable students to understand and interpret the work of all periods and styles through a knowledge of the esthetic principles involved in their development. An attempt to understand the real thoughts and emotions of musical compositions through a detailed study not only of the life and character of the composer, but also of the forms of expression peculiar to him and his time.

Special attention to the study of musical ornamentation, appoggiatura, acciaccatura, turns, mordents, and trills. An analysis of compositions studied by different members of the class, enabling the whole class to gain a wider knowledge of musical literature than each alone is able to acquire. MISS CRAWFORD

41.1. Wagner and His Music Dramas.

Credit: two hours. Wednesday, Friday, 1:45.

A detailed study of the life and works of Richard Wagner, with emphasis on his contribution to the development of modern music. MISS ARMSTRONG

44.1. The Development of the Symphony.

Credit: two hours. Wednesday, Friday, 1:45.

The history of the symphony with a detailed study of several works and sufficient hearing of about a dozen outstanding works so that the student becomes very familiar with them. The styles of different composers and the development of orchestration emphasized. MR. SPELMAN

40.3-41.3. Chamber Music.

Credit: one hour each semester. Hours to be arranged.

A practical study of the classical and modern works of chamber music from the easy sonatas of Haydn and Mozart through trios, quartets, and quintets by Beethoven, Mendelssohn, Schubert, Schumann, Brahms, Franck, and others. A laboratory course meeting for three hours a week. MISS WAGAR

40.6. Conducting.

Credit: two hours. Tuesday, Thursday, 1:45.

Essentials in conducting, baton technique. A study of hymns, standard anthems, and church music in general. Practical experience in conducting in the college choir. MR. SPELMAN

41.6. Orchestration.

Required of students majoring in public school music. Credit: three hours. Tuesday, Thursday, 1:45.

A study of the instruments of the orchestra. Arranging music for various groups of instruments and for full orchestra. MISS WAGAR

42.6. The Teaching of Music in the Junior and Senior High School.

Required of majors in public school music. Credit: two hours. The first semester, senior year. Wednesday, Friday, 12:00.

A study of the texts in use in the seventh, eighth, and ninth grades. The adolescent voice and its care; testing and classification of voices.

The organization and conduct of a high school department of music. Songs and texts suitable for high school use.

Book fee, $1.00. MISS OTTERSEN

48.6-49.6. Observation and Directed Teaching.

Observation and directed teaching arranged in the public schools of Raleigh. A practical application of all that has been learned in the methods courses previously taken. MISS OTTERSEN AND STAFF

1. Choir.

Credit: two hours for three years work.

A requirement for all students majoring in music. An opportunity for studying the best music and of frequent appearance in public. Attendance of members of the choir required at all rehearsals and concerts, which always include a concert of Christmas music during the Christmas season, a service on Founders' Day, and a concert in the Spring. At the discretion of the director, membership in the choir is open to students not majoring in music who possess good voices.

Fee: $1.00.

2. Orchestra.

Once a week during the second semester.

An opportunity given the students to play in an orchestra, to hear their own arrangements performed, and to gain experience in conducting.

3. Criticism Class.

A class meeting once a week in which students criticize one another's work. Attendance required of any student of practical music at the discretion of the teacher.

Any teacher may require his or her students in practical music to attend a criticism class once a week, where the students perform for one another and criticise one another's work.

B. Practical Courses

All courses in practical music require three hours practice per week for each semester hour credit, and for every three semester hours credit, or fraction thereof, a student must take not less than one lesson a week, of at least a half-hour duration, throughout the semester. No student is permitted to take more than eight semester hours of practical music in any one semester. The work in practical music is adjusted to suit the needs of each individual student, but in general follows the outline of the following courses:

Piano

Miss Crawford, Miss McMillan, *Miss Branch, Miss Lee

10.5-11.5. Freshman Piano.

Studies of the difficulty of Czerny Op. 299, Loeschorn Op. 66; Bach *Two-Part Inventions;* sonatas of the difficulty of Haydn in D major, Mozart in F major; the easier *Songs Without Words* of Mendelssohn, *Lyric Compositions* by Grieg, and other pieces of similar difficulty.

20.5-21.5. Sophomore Piano.

Etudes of the difficulty of Cramer *Selected Studies*, Heller Op. 45, Low *Octave Studies;* Bach *Three-Part Inventions;* sonatas of the difficulty of Beethoven Op. 14, Nos. 1 and 2; pieces by MacDowell, Chaminade, and other composers.

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* On leave of absence 1935-1936.

30.5-31.5. Junior Piano.

Etudes of the difficulty of Clementi *Gradus ad Parnassum*, Heller Op. 16, Kullak Op. 48, No. 2; Bach *French Suites, Well Tempered Clavichord;* sonatas of the difficulty of Beethoven Op. 10, No. 2, Op. 26, Op. 27, No. 1; concertos by Godard, Mozart; pieces by Chopin, Schubert, Schumann, and others, including modern composers.

40.5-41.5. Senior Piano.

Etudes of the difficulty of Chopin Op. 10 and Op. 25, and Rubinstein *Etudes;* Bach *Well Tempered Clavichord;* sonatas of the difficulty of Beethoven Op. 28, Op. 53, Op. 57; concertos by Beethoven, Rubinstein, Weber, Mendelssohn, Grieg, MacDowell, Liszt, Rachmaninoff, and others; pieces by Chopin, Liszt, Rubinstein, and others, including modern composers.

Secondary Piano.

At least two years of piano as a secondary subject, a creditable appearance in a student recital, and the ability to play single accompaniments at sight required of students majoring in Organ, Violin, Violoncello, Voice, Composition, or Public School Music. No student allowed to discontinue Secondary Piano until she has satisfied the director and the head of the Piano Department that she has fulfilled the requirements.

Organ

12.5-13.5. Freshman Organ.

Manual and pedal technique; Bach *Eight Short Preludes and Fugues;* short pieces involving the fundamentals of registration and use of the expression pedals; hymn playing. Students beginning organ usually take half their work in organ and half in piano.

22.5-23.5. Sophomore Organ.

Bach *Preludes and Fugues* of the first master period, *Choral Preludes;* sonatas by Guilmant, Mendelssohn; simpler works of the modern schools.

32.5-33.5. Junior Organ.

Bach, smaller works of the mature master period, selected movements from the *Trio Sonatas* and *Concertos;* sonatas by Guilmant, Mendelssohn, Borowski, Lemmens, Rheinberger, and others; pieces by classic and modern composers.

42.5-43.5. Senior Organ.

Bach, larger works of the mature master period; compositions of Franck; symphonies of Widor, Vierne; compositions of the modern French, English, German, and American schools.

Violin

Miss Armstrong

14.5-15.5. Freshman Violin.

Thorough study of bowing and left-hand technique; Laoureux *Etudes*, Bk. II; Mazas Op. 36; concertos by De Bériot and Accolay; sonatinas by Schubert.

24.5-25.5. Sophomore Violin.

Scales and arpeggios in three octaves; Mazas *Etudes Specialis*, Kreutzer *Etudes;* sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

34.5-35.5. Junior Violin.

Technical work continued; Etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

44.5-45-5. Senior Violin.

Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

4.5-5.5. Elementary Violin.

A course in elementary violin for those who wish to obtain a working knowledge of a stringed instrument as a secondary subject. Six hours practice per week for each semester hour credit. Maximum credit four semester hours. Not to be counted as required work in practical music, but only as an elective.

Violoncello

Miss Wagar

16.5-17.5, 26.5-27.5, 36.5-37.5, 46.5-47.5.

In accordance with the modern development of the 'cello as a solo instrument, the student is required to complete a course of technical preparation equal to that required by the highest standards of violin technic. For graduation, the study of etudes by Grützmacher, Duport, and Franchomme will have been required and music of the difficulty of the Golterman, Saint-Saëns, and earlier Beethoven sonatas.

Voice

Miss Rowland, Miss Ottersen

18.5-19.5. Freshman Voice.

Position and poise of the body, breath control; studies by Seiber and Vaccai supplemented by technical exercises for freedom and the development of tone production, the simpler songs from classical and modern composers.

28.5-29.5. Sophomore Voice.

Technical work of the freshman year continued; staccato and legato exercises; English and Italian diction; studies by Vaccai and Concone; moderately difficult songs by Schubert, Franz, Massenet, and representative American composers; easier solos from the oratorios.

38.5-39.5. Junior Voice.

More advanced technique; vocalizations by Concone; Lütgen, and others; French and German diction; songs by composers of classical and representative American composers; easier solos from the oratorios.

48.5-49.5. Senior Voice.

Technical work continued; classic and modern oratorio and opera; Italian, French, German, and English songs.

Commencement, 1935

CHARLES H. DURHAM, D.D.
Baccalaureate Sermon, Missionary Sermon

BERNARD C. CLAUSEN, D.D.
Literary Address

Degrees and Diplomas Awarded to the Class of 1935

Atkins, Sarah Cornelia, A.B. ..... Sanford
Ayscue, Lucy Evelyn, A.B. ..... Buie's Creek
Bailey, Doris, A.B. ..... Raleigh
Baker, Dorothy Lucille, A.B. ..... Zebulon
Ballance, Evelyn, A.B. ..... Maple
Barker, Anna Maebelle, A.B. ..... Fuquay Springs
Bowden, Edith, A.B. ..... Burlington
Brantley, Elizabeth, A.B. ..... Spring Hope
Brooks, Minnie, A.B. ..... Greenville
Bryan, Alice Rosy, A.B. ..... Garner
Butler, Norine, A.B. ..... Clinton
Cabaniss, Vernie Louise, A.B. ..... Shelby
Caudle, Margaret Virginia, A.B. ..... Onley, Va.
Coleman, Sarah, A.B. ..... Raleigh
Cooper, Essie Campbell, A.B. ..... Salemburg
Correll, Nellie Louise, B.M. ..... Raleigh
Crabtree, Sara, A.B. ..... Raleigh
Crutchfield, Evelyn, A.B. ..... Woodsdale
Davis, Margaret Priestly, A.B. ..... Wake Forest
Edwards, Marion Hayes, A.B. ..... Mullins, S. C.
Eighme, Garnette, A.B. ..... Raleigh
Evans, Lucille, A.B. ..... Statesville
Farris, Estelle, A.B. ..... Raleigh
Faulkner, Hazel, B.S. ..... Kinston
Forney, Mamie Lou, A.B. ..... Lawndale
Foster, Elberta Joyner, A.B. ..... Littleton
Fowler, Evelyn Rochelle, A.B. ..... Tabor City
Fox, Sarah, A.B. ..... Morristown, Tenn.
Freeman, Gladys, A.B. ..... Wendell
Garrison, Caroline, A.B. ..... Raleigh
Gore, Arabella, A.B. ..... Raleigh

Green, Margaret Evelyn, A.B. ..... Millbrook
Haynes, Carolyn, A.B. ..... Waynesville
Hilliard, Mary Lee, A.B. ..... Morrisville
Holcomb, Jessie Ella, A.B. ..... Asheville
Horton, Mozelle, A.B. ..... Wendell
Huffman, Flora Ella, A.B. ..... Connelly Springs
Jackson, Luna Pearl, B.S. ..... Middleburg
Johnson, Mrs. Charlotte Gammage, A.B. ..... Raleigh
Johnson, Meredith, A.B. ..... Mt. Olive
Kee, Alma Virginia, Art ..... Seaboard
Koontz, Genola Virginia, A.B. ..... Winston-Salem
Lassiter, Jean McDade, A.B. ..... Wilson
Ledford, Esther Maye, B.S. ..... Glen Alpine
Lee, Elizabeth Denmark, B.S. ..... Florence, S. C.
Lilley, Eleanor Ruth, A.B. ..... Raleigh
McCarter, Miriam Dean, A.B. ..... Wake Forest
McLean, Mary Elizabeth, A.B. ..... Bartow, Fla.
Mangum, Willie Carol, A.B. ..... Monroe
Marshburn, Mae Octave, A.B. ..... Wallace
Martin, Louise Allen, B.S. ..... Lexington
Martin, Mabel Margaret, B.S. ..... Apex
Matthews, Laura Vance, A.B. ..... Rose Hill
Mohn, Miriam, A.B. ..... New Bern
Moore, Mildred Elizabeth, B.M. ..... Pageland, S. C.
Morgan, Jessie Lois, A.B. ..... Dunn
Morgan, Ruth Virginia, A.B. ..... Andrews
Moseley, Catherine, Art ..... Warrenton
Mussinan, Thelma, A.B. ..... Roselle Park, N. J.
Nichols, Loretta Mae, A.B. ..... Greensboro
Norwood, Virginia Elizabeth, A.B. ..... Raleigh
Parker, Reba, A.B. ..... Marion
Paschall, Louise Virginia, A.B. ..... Reidsville
Pender, Ruth, B.M. ..... Raleigh
Phillips, Dorothy, A.B. ..... Cary
Poe, Inez, A.B. ..... Apex
Poplin, Elizabeth, B.S. ..... Rockingham
Privott, Kathryn Elizabeth, A.B. ..... Edenton
Robbins, Grace Virginia, A.B. ..... Winnabow
Robertson, Pearl, A.B. ..... Knightdale
Ruffin, Mary Etta, A.B. ..... Ellerbe
Sears, Mary Helen, A.B. ..... Morrisville

Shaver, Mabel Louise, A.B. ..... Taylorsville
Smith, Mary Griselda, A.B. ..... Jackson Hill
Sorrell, Dixie, A.B. ..... Cary
Squires, Hildreth Memory, A.B. ..... Wake Forest
Staples, Virginia, A.B. ..... Ridgecrest
Stroud, Bertha Mae, A.B. ..... Kinston
Thomas, Madge Elizabeth, B.S. ..... Micaville
Tucker, Ruth Elizabeth, A.B. ..... Reidsville
Turner, Nancy Josephine, B.M. ..... Clinton
Underwood, Elizabeth Grey, A.B. ..... Roseboro
Weatherspoon, Mabel Stuart, A.B. ..... Raleigh
Weeks, Undine, A.B. ..... Enfield
Whitaker, Meredith, A.B. ..... Andrews
Wright, Ruth Witt, A.B. ..... Richmond, Va.
Yost, Margaret Willene, A.B. ..... Kannapolis

Register of Students

Senior Class

Adams, Christine, A.B. ..... McColl, S. C.
Allen, Nancy, A.B. ..... Wadesboro
Allgood, Janie, B.S. ..... Roxboro
Andrews, Alice, A.B. ..... Raleigh
Andrews, Dorothy, A.B. ..... Marion, Md.
Andrews, Eleanor, A.B. ..... Clayton
Averette, Mildred, A.B. ..... Wake Forest
Banks, Annie May, A.B. ..... Raleigh
Binder, Nina, A.B. ..... Mt. Airy
Bland, Sonora, A.B. ..... Goldsboro
Bodiford, Margaret, A.B. ..... Maxton
Boswell, Hazel, A.B. ..... Burlington
Bradsher, Ann, A.B. ..... Roxboro
Brewer, Mary Ann, A.B. ..... Pittsboro
Brewer, Sue, A.B. ..... Wake Forest
Buffaloe, Blanche, A.B. ..... Garner
Bunn, Nancy, A.B. ..... Raleigh
Byrd, Ina Mae, B.S. ..... Erwin
Calloway, Frances, B.S. ..... Concord
Castlebury, Henrietta, A.B. ..... Raleigh
Chandler, Mary, A.B. ..... Durham
Cheek, Novelle, A.B. ..... Durham
Colvard, Clara, A.B. ..... Reddie's River
Covington, Pauline, A.B. ..... Hoffman
Crutchfield, Dorothy, A.B. ..... Albemarle
Dark, Mary Bynum, A.B. ..... Louisburg
Davidson, Elisabeth, A.B. ..... Raleigh
Davis, Beverly, A.B. ..... Wilmington
Dent, Dorothy, A.B. ..... Allentown, Pa.
Dockery, Dorothy, A.B. ..... Mt. Gilead
Eakes, Mabel, A.B. ..... Oxford
Early, Miriam, A.B. ..... Winston-Salem
Eaton, Mildred, A.B. ..... Charlotte
Finlator, Dorothy, A.B. ..... Raleigh
Fuller, Ida, A.B. ..... Louisburg
Futrelle, Bertha Mae, A.B. ..... Henderson
Gaskins, Melba, A.B. ..... Spring Hope
Glass, Annie Laurie, A.B. ..... New Hill

Gregory, Marjorie, A.B. ..... Angier
Hamilton, Rena Pearl, A.B. ..... Morehead City
Helsabeck, Louise, A.B. ..... King
Hines, Margaret, A.B. ..... Manteo
Jacobs, Elizabeth, A.B. ..... Scottsboro, Ala.
Jones, Frances, A.B. ..... Apex
Jones, Mary Elizabeth, A.B. ..... Cary
Knowles, Margaret, A.B. ..... Mt. Olive
Lambert, Virginia, B.S. ..... Asheboro
Lanier, Esther Mae, B.S. ..... Wallace
Lawson, Mary Elizabeth, A.B. ..... South Boston, Va.
Levine, Edith, A.B. ..... Estill, S. C.
Liles, Katherine, A.B. ..... Goldsboro
Lovelace, Ruth, A.B. ..... Spartanburg, S. C.
McNeill, Minnie Ruth, A.B. ..... Elkin
Marshbanks, Mae, A.B. ..... Buie's Creek
Matthis, Sallie, A.B. ..... Salemburg
Melton, Helen, A.B. ..... Hendersonville
Morgan, Ruth, A.B. ..... Spring Hope
Morris, Frances, B.S. ..... Durham
Moseley, Catherine, A.B. ..... Warrenton
Odum, Christine, A.B. ..... Coats
Ogletree, Virginia, A.B. ..... Roanoke Rapids
Park, Elizabeth, A.B. ..... Raleigh
Parker, Helen Frances, A.B. ..... Woodland
Parker, Lucille, A.B. ..... Marion
Patterson, Mildred, A.B. ..... Elm City
Pegram, Edna Lee, A.B. ..... Raleigh
Penny, Violet, A.B. ..... Chalybeate
Perry, Jessie Mae, A.B. ..... Wingate
Perry, Lucy Mae, A.B. ..... Millbrook
Perry, Pauline, A.B. ..... Winston-Salem
Reid, Alma, B.S. ..... Winston-Salem
Riley, Martha Ann, A.B. ..... Manhasset, Long Island, N. Y.
Rivers, Helen, A.B. ..... New Bern
Rodwell, Elizabeth, A.B. ..... Warrenton
Rollins, Virginia, A.B. ..... Alexandria, Va.
Rose, Norma, A.B. ..... Wadesboro
Ross, Isabel, A.B. ..... Nashville
Rubenstein, Alice, A.B. ..... Raleigh
Ruffin, Helen, A.B. ..... Raleigh

Sams, Katy, A.B. ..... Marshall
Sears, Mary Roselle, A.B. ..... Morrisville
Shields, Fay Memory, A.B. ..... Scotland Neck
Shipman, Dorothy, A.B. ..... Raleigh
Sloan, Susan Emma, A.B. ..... Morganton
Stallings, Margie, A.B. ..... Durham
Taylor, Annie Mae, A.B. ..... Oxford
Tolar, Helen Grey, A.B. ..... Rennert
Tuthill, Irene, A.B. ..... Jamaica, N. Y.
Tyson, Dorothy, A.B. ..... Georgetown, S. C.
Ward, Ruth Alice, A.B. ..... Elizabeth City
Warren, Ida Leane, A.B. ..... Spring Hope
Whitley, Flossie, A.B. ..... Selma
Williams, Hilda, A.B. ..... Lexington
Williams, Martha, A.B. ..... Indian Trail
Williams, Rachel, A.B. ..... Wingate
Williams, Veritas, A.B. ..... Raleigh

Junior Class

Abernethy, Ruth, A.B. ..... Raleigh
Alexander, Phyllis, A.B. ..... Cary
Allgood, Lisette, B.S. ..... Roxboro
Andrews, Margaret, A.B. ..... Raleigh
Aydlette, Eleanor, A.B. ..... Elizabeth City
Barrett, Ruby, A.B. ..... Laurinburg
Batson, Mary Alice, A.B. ..... Burgaw
Baucom, Anna Elizabeth, A.B. ..... Apex
Bethea, Flora Kate, A.B. ..... Latta, S. C.
Blanchard, Margaret, A.B. ..... Rose Hill
Blount, Sadie Leigh, A.B. ..... Zebulon
Bowers, Carrie, A.B. ..... Littleton
Browne, Dorothy Deane, A.B. ..... Ahoskie
Bullard, Margaret, A.B. ..... Raleigh
Calhoun, Effie Ray, A.B. ..... Kinston
Canady, Catherine, A.B. ..... Kinston
Carroll, Mary Fort, A.B. ..... Wilson
Cashwell, Grace Neal, A.B. ..... Laurinburg
Cates, Edlee, A.B. ..... Burlington
Cates, Lucille, A.B. ..... Mebane
Choate, Nell, A.B. ..... Salisbury
Clarke, Mildred, B.S. ..... Knoxville, Tenn.

Coleman, Cornelia, A.B. ..... Richmond, Va.
Covington, Kate, A.B. ..... Cheraw, S. C.
Coward, Isla Mae, A.B. ..... Oxford
Crabtree, Beth Gilbert, A.B. ..... Raleigh
Crowder, Mildred, A.B. ..... High Point
Daugherty, Ruth, A.B. ..... Danville, Ky.
Davis, Pauline, A.B. ..... Winston-Salem
Dawkins, Edna Frances, A.B. ..... Morganton
Dawson, Nellie Rae, A.B. ..... Clinton
Early, Eleanor, A.B. ..... Windsor
Edwards, Eleanor, A.B. ..... Cary
Ellis, Celia, A.B. ..... Star
Glazener, Martha Mae, A.B. ..... Hendersonville
Goodman, Alice, A.B. ..... Raleigh
Greene, Mary Winston, A.B. ..... Raleigh
Griffin, Sarah, A.B. ..... Pittsboro
Hackney, Nina, A.B. ..... Raleigh
Hamrick, Kathleen, A.B. ..... Shelby
Harris, Frances, A.B. ..... Elizabeth City
Heatherly, Helen, A.B. ..... Raleigh
Hilliard, Helen, A.B. ..... Scotland Neck
Hilliard, Laura Mae, A.B. ..... Cary
Hite, Faith, A.B. ..... Elizabeth City
Hodges, Amelia, A.B. ..... Cades, S. C.
Hodgin, Dorothy, A.B. ..... Greensboro
Holland, Edna Louise, A.B. ..... Salemburg
Hollowell, Annabelle, A.B. ..... Elizabeth City
Hoye, Emily, A.B. ..... New Haven, Conn.
Huffman, Pearl, A.B. ..... Morganton
James, Ruby Faire, A.B. ..... Oakboro
Johnson, Elizabeth, A.B. ..... Raleigh
Jordan, Marjorie, A.B. ..... Cary
Josey, Martha, A.B. ..... Tarboro
Joyner, Martha, A.B. ..... Rocky Mount
Kester, Gwendolyn, A.B. ..... Wilmington
Kichline, Betty Lou, A.B. ..... Raleigh
Knott, Ethel, A.B. ..... Oxford
Kramer, Margaret, A.B. ..... Elizabeth City
Lee, Rose, A.B. ..... Kinston
Leonard, Rachel, A.B. ..... Harbin, Manchuria, China
Lewis, Margaret, A.B. ..... Raleigh

Lowdermilk, Dorothy, B.S. ..... Valdese
McKaughan, Margery, A.B. ..... Wake Forest
McKnight, Elizabeth, A.B. ..... Raleigh
McMillan, Mary Fay, A.B. ..... Soochow, China
McMillan, Mary Johnson, A.B. ..... Thomasville
Malloy, Katherine, A.B. ..... Yanceyville
Manly, Corine, A.B. ..... Goldsboro
Martin, Katherine, A.B. ..... Raleigh
Meigs, Dorothy, B.S. ..... Pageland, S. C.
Messenger, Martha, A.B. ..... Port Washington, N. Y.
Mitchell, Sallie, A.B. ..... Kittrell
Moody, Elizabeth, A.B. ..... Raleigh
Nowell, Ruth, B.S. ..... Cary
Nye, Mataline, A.B. ..... Lumberton
Perry, Ella Ruth, A.B. ..... Colerain
Phelps, Virginia, A.B. ..... Raleigh
Pinnell, Louella, A.B. ..... Castalia
Pittman, Florence, A.B. ..... Scotland Neck
Pittman, Frances, A.B. ..... Kinston
Pittman, Martha Kyle, A.B. ..... Fairmont
Poe, Alice, A.B. ..... Raleigh
Porter, Grace, A.B. ..... Rockingham
Prevost, Dorothy, A.B. ..... Raleigh
Privott, Ruth, A.B. ..... Edenton
Reynolds, Virginia, A.B. ..... Raleigh
Rivers, Ada Lee, A.B. ..... Chesterfield, S. C.
Rudisell, Susan, A.B. ..... Greenwood, S. C.
Sale, Margaret, A.B. ..... Elkin
Sandlin, Gladys, A.B. ..... Burlington
Saunders, Ruth, A.B. ..... Reidsville
Sawyer, Mary Florence, A.B. ..... Belcross
Sawyer, Zita, A.B. ..... Belcross
Sears, Ruth, A.B. ..... Apex
Shearon, Lucille, A.B. ..... Bunn
Shuford, Katherine, A.B. ..... Lexington
Sloan, Helen, A.B. ..... Durham
Smith, Ruth, A.B. ..... Goldsboro
Sorrell, Gaynelle, A.B. ..... Raleigh
Sutton, Helen, A.B. ..... Mount Olive
Thompson, Vida, A.B. ..... Fairmont
Walters, Mary Cathren, A.B. ..... Hester

Washburn, Dorothy, A.B. ..... Shelby
Wilson, Addie Belle, A.B. ..... High Point
Wilson, Marjorie, A.B. ..... Winston-Salem

Sophomore Class

Abernethy, Jane, A.B. ..... Reidsville
Aldridge, Kathryn, A.B. ..... La Grange
Avant, Lois, A.B. ..... Tryon
Aydlette, Carolyn, A.B. ..... Elizabeth City
Banks, Mary A., A.B. ..... Washington, D. C.
Barbee, Nancy Hudson, B.S. ..... Seaboard
Bass, Hazel, A.B. ..... Farmville
Bass, Waldine, A.B. ..... Chapel Hill
Baucom, Edith, A.B. ..... Waynesville
Bell, Mary Elizabeth, A.B. ..... Washington
Bethune, Emily, B.S. ..... Bunn Level
Betts, Grace, A.B. ..... Raleigh
Bingham, Margaret, A.B. ..... Charlotte
Bradsher, Emily, A.B. ..... Roxboro
Britt, Evelyn, B.S. ..... St. Pauls
Brown, Lucy Lee, A.B. ..... Gibson
Brown, Nannie Margaret, A.B. ..... Warrenton
Bruton, Alice, A.B. ..... Mt. Gilead
Buffaloe, Vivian, A.B. ..... Garner
Bullard, Elizabeth, A.B. ..... Raleigh
Burkett, Maebelle, A.B. ..... Kelford
Cale, Agnes, A.B. ..... Hendersonville
Cannon, Eleanor, A.B. ..... Hamlet
Carroll, Marie, A.B. ..... Apex
Clarke, Margaret Love, A.B. ..... Monroe, Ga.
Combs, Virginia, A.B. ..... Raleigh
Copeland, Louise, A.B. ..... Woodland
Covington, Katherine, B.S. ..... Thomasville
Daniel, Louise, B.S. ..... Pleasant Hill
Davis, Jean, B.S. ..... Winston-Salem
Davis, Lucille, B.S. ..... Winston-Salem
Davis, Mildred, A.B. ..... Pendleton
Dawson, Norma Lee, A.B. ..... Wilmington
Earp, Elsie, A.B. ..... Selma
Edwards, Helen, A.B. ..... Fuquay Springs
Elliott, Elizabeth, A.B. ..... Edenton

Emory, Haliburton, A.B. ..... Raleigh
Foster, Dorothy, A.B. ..... Louisburg
Fowler, Flora, A.B. ..... Tabor City
Gambill, Virginia, A.B. ..... West Jefferson
Garrett, Mirvine, A.B. ..... Greensboro
Garriss, Frances, A.B. ..... Pikesville
Gravitte, Ella Sue, A.B. ..... Roxboro
Grayson, Margaret, A.B. ..... High Point
Gruver, Bettie Jean, A.B. ..... Weaverville
Gupton, Lillian, A.B. ..... Raleigh
Hall, Madeline, A.B. ..... Woodsdale
Harris, Adelaide, A.B. ..... Norwood
Haywood, Dorothy, A.B. ..... Candor
Heatherly, Rose, A.B. ..... Raleigh
Henley, Elizabeth, A.B. ..... Raleigh
Herring, Irene, B.S. ..... Mt. Olive
Herring, Nonie, A.B. ..... Kinston
Horne, Dorothy, A.B. ..... Wilson
House, Jocelyn, B.S. ..... Zebulon
Howard, Dorothy, A.B. ..... Weldon
Huffman, Helen, A.B. ..... Drexel
Hughes, Lillian, A.B. ..... Tabor City
Jenkins, Mary Elizabeth, A.B. ..... Anacosta, D. C.
Jennings, Betty Claire, A.B. ..... Thomasville
Johnson, Natalie, A.B. ..... Morehead City
Jones, Ethel, A.B. ..... Cary
Lamm, Letta Mae, A.B. ..... Wilson
Lanier, Margaret, A.B. ..... Wallace
Lee, Willa Mae, A.B. ..... Cary
Lehman, Donna, A.B. ..... Raleigh
Lightfoot, Jeane, A.B. ..... Cary
McLean, Ruth, A.B. ..... Bartow, Fla.
Massey, Sadie, A.B. ..... Smithfield
Mettrey, Nellie, A.B. ..... Raleigh
Miller, Elsie, A.B. ..... Winston-Salem
Mills, Cora Lee, A.B. ..... Apex
Mills, Evelyn, A.B. ..... Charlotte
Mills, Mary Frances, A.B. ..... Durham
Mills, Wilba, A.B. ..... Apex
Money, Elizabeth, A.B. ..... Madison
Moore, Eleanor, A.B. ..... Gastonia

Morton, Jean, A.B. ..... Roxboro
Nanney, Elizabeth, A.B. ..... Mt. Gilead
Neighbors, Ernestine, A.B. ..... Dunn
Neville, Hazel, A.B. ..... Weldon
Newby, Jennie Reid, A.B. ..... Thomasville
Newlin, Margaret, A.B. ..... Randleman
O'Brian, Margaret, A.B. ..... Asheboro
Olive, Frances, A.B. ..... Apex
Overton, Annie Laurie, B.S. ..... Sanford
Parker, Carolyn, A.B. ..... Florence, S. C.
Parker, Elizabeth, B.S. ..... Marion
Parker, Joy Frances, A.B. ..... New Bern
Parnell, Mary Leigh, B.S. ..... Parkton
Payne, Louise, A.B. ..... Hertford
Pearson, Ruby, A.B. ..... Apex
Peele, Kilton, A.B. ..... Goldsboro
Penny, Virginia, A.B. ..... Cary
Poe, Lillian, A.B. ..... Oxford
Pope, Louise, A.B. ..... Albemarle
Poteat, Ann, A.B. ..... Shanghai, China
Powell, Nancy, A.B. ..... Winston-Salem
Ray, Mina Belle, A.B. ..... Raleigh
Reece, Kathleen, A.B. ..... Elkin
Riggs, Grace, A.B. ..... South Mills
Rodwell, Eleanor, A.B. ..... Norlina
Rose, Evelyn, A.B. ..... Smithfield
Rose, Harriet, A.B. ..... Wadesboro
Salley, Lester, A.B. ..... Fort Bragg
Sewell, June Fay, A.B. ..... Dover, Fla.
Seymour, Margaret, A.B. ..... Apex
Shaw, Elizabeth, A.B. ..... Henderson
Shepherd, Margaret, A.B. ..... Weldon
Shields, Eunice, A.B. ..... Murphy
Stewart, Mary Montgomery, A.B. ..... Fayetteville
Suiter, Kate Mills, A.B. ..... Scotland Neck
Summerlin, Mary Brice, B.S. ..... Latta, S. C.
Tatum, Frances, A.B. ..... Raleigh
Thomas, Margaret Anne, B.S. ..... Quincy, Fla.
Thompson, Emily, A.B. ..... Apex
Todd, Frances, A.B. ..... Roxboro
Turlington, Martha, A.B. ..... Salemburg

Vannoy, Annie, A.B. ..... North Wilkesboro
Wall, Lillian, A.B. ..... Madison
Weatherspoon, Margaret, A.B. ..... Raleigh
Wester, Charlotte, A.B. ..... Henderson
Whitehurst, Helen, A.B. ..... Mount Olive
Wyche, Mary Clayton, A.B. ..... Hallsboro
York, Mary Elizabeth, A.B. ..... Cary
Yow, Mattie, A.B. ..... Lemon Springs

Freshman Class

Aikman, Janet, A.B. ..... Maplewood, N. J.
Allen, Jane, A.B. ..... Troy
Andrews, Mildred, A.B. ..... Enfield
Baker, Nell, A.B. ..... Lumberton
Ball, Nellie, A.B. ..... Raleigh
Batchelor, Frances, A.B. ..... Sharpsburg
Baucom, Relieu, A.B. ..... Apex
Beaman, Lucille, A.B. ..... Snow Hill
Behrman, Barbara, A.B. ..... Greensboro
Biggs, Louise, A.B. ..... Lumberton
Bolus, Louise, A.B. ..... Wake Forest
Branch, Swannanoa, A.B. ..... Raleigh
Brannon, Lucille, A.B. ..... Smithfield
Brickhouse, Lillian, A.B. ..... Creswell
Brinkley, Corinne, A.B. ..... Colerain
Britt, Mildred, A.B. ..... St. Pauls
Brock, Evelyn Lois, A.B. ..... Rocky Mount
Bruton, Annie Ruth, A.B. ..... Mt. Gilead
Bulluck, Mary Bell, A.B. ..... Wilmington
Butler, Carlee, A.B. ..... Atkinson
Byrum, Dorothy, A.B. ..... Raleigh
Case, Elizabeth, B.S. ..... Fayetteville
Chesson, Evelyn, A.B. ..... Moyock
Clarke, Sada Louise, A.B. ..... Severn
Collier, Mary Kate, A.B. ..... Whiteville
Collins, Marjorie, A.B. ..... Weldon
Cooper, Frankie, A.B. ..... Warsaw
Corbett, Dorothy, A.B. ..... Wilmington
Coward, Anna Elizabeth, A.B. ..... Goldsboro
Crawford, Dorothy, A.B. ..... Goldsboro
Critcher, Alta, A.B. ..... Williamston

Critcher, Mildred Ann, A.B. ..... Lexington
Crow, June, A.B. ..... Washington
Currin, Jessie, A.B. ..... Henderson
Darby, Fannie, A.B. ..... Asheville
Davis, Helen, A.B. ..... High Point
Denmark, Margaret, A.B. ..... Goldsboro
Dickerson, Pauline, A.B. ..... State Road
Dowell, Lillian, A.B. ..... Raleigh
Dowell, Lucille, A.B. ..... Raleigh
Earp, Hilda, A.B. ..... Selma
Elliott, Ruth, A.B. ..... Edenton
Ferebee, Mary, A.B. ..... Camden
Fishel, Margaret, A.B. ..... Vaughan
Flanagan, Marjorie, A.B. ..... Greenville
Forney, Minnie Anna, A.B. ..... Lawndale
Freeman, Edith Holmes, A.B. ..... Gates
Freeman, Frances Jean, A.B. ..... Aberdeen
Freeman, Lola Leigh, A.B. ..... Enka
Garvey, Helen, A.B. ..... Winston-Salem
Gavin, Mary, A.B. ..... Sanford
Gentry, Roxanna, A.B. ..... Roxboro
Gilbert, Nina Elizabeth, A.B. ..... Benson
Glasgow, Alice Mae, A.B. ..... Roanoke Rapids
Glosson, Juanita, A.B. ..... Graham
Greene, Beryl, A.B. ..... Raleigh
Greene, Lobelia, A.B. ..... Raleigh
Guy, Elizabeth, A.B. ..... Dunn
Hamlett, Lettie, A.B. ..... Wusih, China
Hamrick, Olive, A.B. ..... Raleigh
Hanes, Mary Grace, B.S. ..... Dobson
Harris, Mildred Clarke, A.B. ..... Norwood
Herring, Mary Morton, A.B. ..... Kinston
Herring, Thomasine, A.B. ..... Kinston
Holland, Margaret, A.B. ..... Nassawadox, Va.
Holloway, Cleo, A.B. ..... Durham
Honeycutt, Edythe, A.B. ..... Kannapolis
Howell, Charity, A.B. ..... Troy
Howell, Elizabeth, B.S. ..... Suffolk, Va.
Howell, Joyce, A.B. ..... Troy
Howell, Lillian, A.B. ..... Enfield
Hutchins, Ruth, A.B. ..... Lexington

Jackson, Elizabeth, A.B. ..... Raleigh
Johnson, Anna Lee, A.B. ..... Apex
Johnson, Blanche, A.B. ..... Canton
Johnson, Catherine, A.B. ..... Winston-Salem
Johnson, Lois, A.B. ..... Lumberton
Jones, Helen, A.B. ..... Selma
Kalmar, Katherine, A.B. ..... Goldsboro
Keith, Janie, B.S. ..... Neuse
King, Evelyn, A.B. ..... Asheboro
Kitchin, Bruce, A.B. ..... Scotland Neck
La Roque, Alice, A.B. ..... Kinston
Levine, Evelyn, A.B. ..... Estill, S. C.
Lewter, Ruby, A.B. ..... Apex
Lindley, Mary Jane, A.B. ..... Winston-Salem
Lyon, Betty, A.B. ..... Elkin
McClung, Martha, A.B. ..... Wallace
Martin, Edna, A.B. ..... Mt. Olive
Martin, Mary, A.B. ..... Lexington
Midgett, Kathleen, A.B. ..... Elizabeth City
Mills, Anne, A.B. ..... Henderson
Mohorne, Frances, A.B. ..... Weldon
Moore, Gertrude, A.B. ..... Whiteville
Murray, Annie, A.B. ..... Raleigh
Myers, Eleanor, B.S. ..... Burgaw
Nichols, Margaret, A.B. ..... Greensboro
Parker, Mary, A.B. ..... Halifax
Pearce, Marjorie, A.B. ..... Raleigh
Peebles, Charlotte, A.B. ..... Apex
Pittman, Katherine Kyle, B.S. ..... Fairmont
Poe, Lucille, A.B. ..... Apex
Pollock, Dorothy, B.S. ..... Trenton
Price, Frances, A.B. ..... Pine Level
Privette, Sallye B., A.B. ..... Goldsboro
Purvis, Ruth, A.B. ..... Ruby, S. C.
Rasberry, Martha, A.B. ..... Farmville
Reddick, Julia, A.B. ..... Fountain
Reich, Dorothy, A.B. ..... Winston-Salem
Renfrow, Frances Claire, B.S. ..... Charlotte
Riddle, Nancy, A.B. ..... Raleigh
Robertson, LaRue, A.B. ..... Wake Forest
Rogers, Lucy, A.B. ..... Wilmington

Rogers, Virginia, A.B.....Dillon, S. C.
Sears, Dorothy, A.B.....Apex
Senter, Rachel, A.B.....Raleigh
Shelley, Alice, A.B.....Tabor City
Shipley, Lucille, B.S.....Fort Smith, Ark.
Sommerville, Anna, A.B.....Raleigh
Spears, Carolyn, A.B.....Fayetteville
Stroud, Pauline, B.S.....Kinston
Sutton, Mildred, B.S.....Mt. Olive
Tharrington, Marie, A.B.....Rocky Mount
Tippett, Annie Lee, A.B.....Raleigh
Tucker, Margaret, A.B.....Winston-Salem
Turner, Mary Matthis, B.S.....Clinton
Tuttle, Geraldine, A.B.....Winston-Salem
Vann, Louise, A.B.....Clinton
Vaughan, Virginia, A.B.....Washington
Wall, Theresa, A.B.....Winston-Salem
Ward, Katheryne, A.B.....High Point
Watkins, Mary Lea, A.B.....Cary
White, Georgia, A.B.....High Point
Willetts, Mary Lou, A.B.....Selma
Willey, Dorris, A.B.....Jacksonville
Williams, D. Evalan, A.B.....Raleigh
Willson, Dorothy, A.B.....Athens, Tenn.
Wilson, Maude Elizabeth, A.B.....Littleton
Winfree, Maurine, A.B.....Summerfield
Wolfe, Jane, A.B.....Charlotte
Woodruff, Martha, A.B.....Lexington

Special Students

Barnard, William, Piano, Organ.....Raleigh
Barnes, Josephine, Piano.....Clayton
Canaday, Helen, Piano.....Raleigh
Canaday, Mary Ann, Piano.....Raleigh
Charlson, Fayson, Voice.....Raleigh
Copeland, Viola, Organ.....Raleigh
Correll, Louise, Piano.....Raleigh
Day, Ethel Kathryn, Piano.....Southern Pines
Everett, Ruth, Piano.....Raleigh
Freeman, Charles M., 'Cello.....Raleigh
Fountain, Grieg, Organ.....Weldon

Grimmer, Mae, A.B.....Cape Charles, Va.
Halverson, Helen, A.B.....Raleigh
Hamrick, James, Piano.....Raleigh
Hamrick, Martha, Piano.....Raleigh
Hudler, Laura B., Art.....Raleigh
Hunt, Melba, A.B.....Raleigh
Klutz, Mary Eddis, Piano, Art.....Salisbury
Knox, John, Piano.....Raleigh
Lee, Mary, Piano.....Florence, S. C.
McMillan, A., Piano.....Latta, S. C.
Martin, Hazel, Voice.....Raleigh
Mayer, H. R., Piano.....Raleigh
Miller, Mrs. W. D., Organ.....Raleigh
Moore, Mildred, Piano.....Pageland, S. C.
Ogburn, Grace, Art, 'Cello.....Pageland, S. C.
Overby, James, Organ.....Raleigh
Reynolds, Lulie, Voice.....Raleigh
Sawyer, Janie Bryan, Piano.....Raleigh
Scott, Mrs. Elizabeth, Voice, Organ.....Raleigh
Spelman, Mrs. Leslie P., A.B.....Raleigh
Stroud, Bertha Mae, Organ.....Kinston
Turner, Josephine, Piano.....Clinton
Wilson, Betty, Violin.....Marion
Wray, Caroline, A.B.....Gastonia

Summary of Students

Seniors	96
Juniors	107
Sophomores	126
Freshmen	141
Total classmen	470
Specials	35
Total	505

Summary by States

Alabama	1
Arkansas	1
China	4
Connecticut	1
District of Columbia	2
Florida	3
Georgia	1
Kentucky	1
Maryland	1
North Carolina	458
New Jersey	1
New York	3
Pennsylvania	1
South Carolina	19
Tennessee	2
Virginia	6
Total	505

Leave Blank	STUDIES	No. Weeks Pursued	No. Periods a Week	Year of Course When Taken (Mark I, II, III, IV)	Mark Received	Leave Blank	STUDIES	No. Weeks Pursued	No. Periods a Week	Year of Course When Taken (Mark I, II, III, IV)	Mark Received
	ENGLISH—First Year						HISTORY—General				
	Second Year						American				
	Third Year						Medieval				
	Fourth Year						English				
	LATIN—Beginners'						CIVICS				
	Cæsar (.....bks.)						GENERAL SCIENCE				
	Cicero (.....orations)						Laboratory—Notebook				
	Vergil (.....bks.)						BIOLOGY				
	GREEK—Beginners'						Laboratory—Notebook				
	Xenophon (.....bks.)						BOTANY				
	FRENCH—Grammar						Laboratory—Notebook				
	Translation (.....pp.)						CHEMISTRY				
	Grammar						Laboratory—Notebook				
	Translation (.....pp.)						PHYSICS				
	Translation (.....pp.)						Laboratory—Notebook				
	GERMAN—Grammar						PHYSIOGRAPHY				
	Translation (.....pp.)						PHYSIOLOGY				
	Grammar						HOME ECONOMICS				
	Translation (.....pp.)						Laboratory—Notebook				
	SPANISH—Grammar						AGRICULTURE				
	Translation (.....pp.)						BOOKKEEPING				
	ALGEBRA—Elementary						STENOGRAPHY, TYPEWRITING				
	Advanced						COMMERCIAL ARITHMETIC				
	GEOMETRY—Plane (all)						COMMERCIAL GEOGRAPHY				
	GEOMETRY—Solid (all)										
	TRIGONOMETRY										

The above is a true record of the work done by the applicant in .....

School. Dated at....., this.....day of....., 1936.

Name.....

Official Position.....

Thie Certificate ehould be sent directly to Dr. Charlee E. Brewer,
Meredith College, Raleigh, N. C., by the Superintendent or Principal.

1936

TO MEREDITH COLLEGE:

This is to certify, that.....
(First Name) (Middle Name) (Last Name)

of No..... Street,.....is a person of good moral character;
(Town or City and State)

that shs was in regular attendsnce at.....
(Name of High School or Academy)

located in..... during the years.....
(City and State) (Kindly specify school session, e. g., 1931-'32, 1932-'33, etc.)

thst she satisfactorily completed the courses as stated on this certificate, and that she was graduated from this institution in 19....., and I recommend that she be admitted to Meredith College as a candidate for the degree of.....

.....

The number of years required for graduation in our school is.....; the length of the school term is..... weeks; the length of the recitation period is.....minutes; the passing grade is.....

The age of the applicant is.....

If ths applicant was graduated earlier than the present year, has she attended an educational institution since graduation?.....Name of institution.....

Please note here any facts concerning the student's character, home and other influences, weaknesses as well as elements of strength, etc., which would be of valus to the Dean in the capacity of official adviser.....

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Series 29 JUNE, 1936 No. 4

Meredith College

QUARTERLY BULLETIN

COMMENCEMENT NUMBER

1935-1936

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Annual Concert

The Department of Music presented its annual concert in the College Auditorium on Friday evening at 8:00 before a large and enthusiastic audience. The program was interestingly varied, containing numbers for piano, organ, voice, violin, and glee club. The performance was marked by a high standard of excellence. The complete program was as follows:

ORGAN—*Petite Suite* . . . . . Edward Shippen Barnes

Prelude

Pastorale

Final

May Marshbanks

PIANO—*Adagio from String Quartette in g minor* . . . Haydn
Grillen (Whims) . . . . . Schumann
Ina Mae Byrd

VIOLIN—*Allegro from Concerto, No. 23* . . . . . Viotti
Olive Hamrick

TWO PIANOS—*Spanish Folk-Dance* . . . . Arr. by Mary Howe
Ina Mae Byrd and Janie Allgood

VOICE—*Gay Butterfly* . . . . . Hawley
Rachel Leonard and Virginia Lambert

ORGAN—*Caprice* . . . . . Alex. Guilmant
Ruth Nowell

PIANO—*Viennese Danse, No. 2* . . . . . Friedman-Gartner
Janie Allgood

VOICE—*On Wings of Music* . . . . . Mendelssohn
Aria from *La Tosca—Vissi d'arte, Vissi d'amore* . . Puccini
Rachel Leonard

PIANO—*Concert Etude* . . . . . MacDowell
Frances Morris

GLEE CLUB—*Night Shadows Falling* . . . . . Lully
Si mes Vers Avaient des Ailes . . . . . Hahn
Take Joy Home . . . . . Bassett

Accompanists:

Dorothy Lowdermilk, Ruth Nowell, Frances Morris

Alumnae Day

Saturday, May 30, 1936

The Alumnæ Association of Meredith College held its annual meeting at ten o'clock in the Astrotekton Society Hall, with Mrs. Mabel Claire Hoggard Maddrey presiding. After the singing of the *Alma Mater,* President Charles E. Brewer cordially welcomed the alumnæ, giving to them a brief sketch of the occurrences of the college year. Miss Edith Hall, of Fayetteville, gave two beautiful piano solos. Her explanation of the first, Debussy's *Prelude for the Piano,* comparing it to a cathedral, added to the enjoyment of the audience.

Mrs. Bert Brown McMurray, of Swannanoa, delivered the address of the morning, "Degree for Alumnæ—Master Citizens." In a manner as forceful as it was delightfully informal, she urged upon her fellow alumnæ the responsibility and the opportunity of striving for this new degree, the first requirement of which would be continued intellectual development. No such development could be hoped for from reading in the usual line of least resistance,—headlines, sports news, the society page, best sellers, and detective stories. She stressed not political campaigns and office holding as badges of citizenship, but the opportunities open to all of us, even in the smallest communities, to make them better places to live, and to help make finer citizens of their boys and girls and men and women. Following an essay given to their class on graduation day, she outlined the things which must be discarded as hindrances to ideal citizenship,—pretense, worry (which she defined as spiritual shortsightedness), and discontent; and then gave those to which as such citizens we must hold fast,—the wise use of time, work, happiness in the common relations of life, sorrow, friendship, and faith.

The business session began at eleven o'clock. After Miss Kate Matthews read the minutes of the commencement and council meetings, Miss Mae Grimmer, the corresponding secretary and treasurer, gave her report. She characterized the achievements of the year just closing not as startling, but as a steady advancement of the work of the association. Countless alumnæ would have liked to add to the report that the success of this year's work, as of every year's, was due in large measure to her efforts. Following the roll call of chapters came the reports of the vice presidents from the five divisions into which the alumnæ of the state are divided, Asheville, Charlotte, Elizabeth City, Greensboro, and Wilmington. Later in the meeting the Asheville division, of which Mrs. Bernice Hamrick Hoey, of Canton, is vice-president, was recognized as the most active during the past year, in the work of its various branches, and in the organiza-

tion of new branches. Six members from that division had come clear across the state for this meeting.

In the reports of the committees, little needed to be said by the hospitality committee, with Mrs. Janie Parker Dixon as chairman, for the rotunda, the alumnæ headquarters, with its attractive and comfortable furnishings, its interesting displays of reunion classes, its files of *Acorns* and *Oak Leaves,* its moving pictures of college activities, and its delicious refreshments, spoke for itself. The miniature swimming pool drew especial mention. Mrs. Emily Boyd, reporting for the obituary committee, told of the death of four members of the association, Mrs. Jane Beavers Banks (1926), Mrs. Katherine Baines Hunter (1926), Mrs. Annie Kendrick Bennett (1927), and Agnes Gentry, who would have been graduated with the class of 1936. The entire association stood for a moment's silent tribute to these who have passed on.

Miss Marguerite Mason announced that the swimming pool fund, the pet project of the association at present, was still receiving funds, a little over $4,000 having been contributed. Eighty-five or ninety percent of the students and 100 percent of the faculty have contributed, and a percentage of the alumnæ so small that it should not be written by these. The objective of the committee is $25,000 for the swimming pool wing of a permanent gymnasium, completely equipped. Miss Flossie Marshbanks reported that there was a little more than $700 in the Ida Poteat Loan Fund, and Miss Ella Graves Thompson gave the figures for the portrait as $330.79. She was impressed with the gladness with which every contribution to this fund had been made. The portrait is to be painted by Miss Mary Tillery, an alumna who is associated with Miss Poteat in the Art Department of Meredith, and any money which may come to the fund beyond what is necessary will be turned over to the loan fund as a tribute to Miss Ida which is to her a delight; to the portrait she consented reluctantly because it will be a delight to the alumnæ who love her so much. Miss Mary Tillery showed to the association a lovely design for a Meredith plate, with the Livingston Johnson Building in the centre, and various small views from old and new Meredith around the edge. The breath-taking number of three hundred dozen plates at a dollar and a half a plate must be sold if we are to have it made.

Martha Messenger, a representative of the Athletic Association, told of the development of athletics at Meredith in the past two years. Not only has the number of sports and the equipment for them been increased, but more girls have been brought into them.

Since officers are elected for two years, the nominating committee presented only four names for the coming year. All of these were elected by the association: Mrs. Sallie Calvert Parker, of Jackson,

as speaker; Mrs. Rose Goodwin Poole, of Greenville, S. C., as alternate; Mrs. Mildred Allen Adams, for vice-president of the Greensboro division, and Mrs. Florence Butler Barker for the Wilmington division.

The idea of an alumnæ college, either for a weekend or for a week after college closes, was presented to the association for discussion, and after hearing something of its success in other colleges, the association voted to attempt the plan for the next year, the details of the project to be worked out by a committee. Mrs. Bernice Hamrick Hoey suggested as a means of interesting students in Meredith the formation of a Meredith cradle roll, on which the names of Meredith granddaughters could be entered at birth as prospective students. The idea pleased the association as did that of Mrs. Elizabeth Briggs Pittman, presented by Mrs. Maude Davis Bunn, that each class dress a doll in a miniature of its class day dress, and present the doll to the college.

Because of the shortness of the time the address of the president was shortened to a few well-chosen sentences. The morning session then adjourned.

Luncheon was served at one o'clock in the College Dining Hall. The menu was as attractively printed as the luncheon was served. Mrs. Anna Kitchin Josey acted as toastmistress, delighting the members with the naturalness of her wit and humor. Favorite songs of Meredith added jollity to the occasion, and Mrs. Margaret Pope McIntyre's violin solo and Mabel Martin's vocal solo added beauty. The reunion classes, '11, '13, '14, '15, '16, '26, '34, and '35 were welcomed. Mrs. Margaret Wheeler Kelly responded for '26 with a clever parody on *Annabel Lee.* Mrs. Rose Goodwin Poole responded for '11, introducing in turn each of the eleven members of the class who were present. Her response re-created for her audience that commencement of twenty-five years ago. It was fitting that the award for the greatest percentage of active members should go to 1911. After the welcome of the Baby Alumnæ, given by Mrs. Maddrey, the granddaughters presented a most attractive skit—a review of class day dresses from 1900-1936. Some were old enough to be quaint—others were ludicrous—all recalled vividly the class day when they were worn.

Like most good Meredith events, the luncheon was closed with the singing of the *Alma Mater.*

Class Day Exercises

A large crowd, assembled in the grove on Saturday afternoon, heard the Daisy Chain song begin about four-thirty, faint in the distance at first, but growing stronger as the white-clad sophomores marched in double column down the hill through the trees singing the song of the even years and carrying the two great chains of daises on their shoulders. They were led by their president, Miss Mirvine Garrett, and Miss Margaret O'Brian.

As they took their stations beside the posts twined with purple and gold, on which they rested their ropes of flowers, the seniors came down the same path, following their mascot, little Nancy Ann Ramsey, and their president, Miss Sonora Bland. The seniors wore lace dresses of lavender and yellow. They passed between the lines of singing sophomores, and then both classes marched to their seats before the platform. The seniors sang a song to their "big sisters," the class of '34, many of whom were present and replied, and to their "little sisters," the sophomores, who sang them a hearty response.

After the singing and the brightly colored spectacle came the senior skit, "College Daze of '36," written by Misses Susan Emma Sloan, Lucille Parker, and Nina Binder, with music by Miss Frances Morris and direction by Miss Katie Sams. The green curtains of the stage parted, and there was a college room, its familiar furniture strewn with packing boxes and clothes and shortly with seniors. Reminiscence carried them back over their four years in college; they remembered their victories in basketball and tennis, in crook-finding and crook-hiding, in tradition-making, in singing, and finally, after a college lifetime of trying, in winning the prize on Stunt Night. Moved by these recollections, they sang their old songs, *We're Maids from Old Dutch Cleanser Land* from their sophomore stunt, *Softly the Moon Is Shining* and *Woe, Woe* from their senior prize-winning production, and *It May Be Puppet Love* from their junior stunt.

They called in their class mascot, Miss Nancy Ann Ramsey, who sang a little song and danced for the audience; they called in their four class presidents, Misses Sonora Bland, Norma Rose, Ann Bradsher, and Annie Mae Taylor. One learned that the class of '36 had given the college two cement sidewalks. Then Miss Bland called Miss Frances Pittman, president of the incoming senior class, upon the stage and in a short ceremony gave her the crook and invested her with the cap and gown of the senior. After a rousing song, *The Sturdy Class of '36,* the green curtains closed.

Society Night

The Society Night Exercises were held in the College Auditorium on Saturday evening, May 30. After the processional of the Astrotekton and the Philaretian Societies Miss Christine Adams, the president of the Astrotekton Society, gave the welcome, saying that this gathering was for the purpose of recognizing what had been done in the past year in carrying out the aims of the literary societies. Miss Mae Marshbanks then rendered an organ solo, *Petite Suite,* by Barnes. Miss Dorothy Dockery, president of the Philaretian Society, introduced the speaker of the evening, Mr. M. J. Hagood, of the Department of English of Wake Forest College.

Mr. Hagood gave a delightful talk, beginning by asking, "What do you read? Why do you read?" He said he would answer those questions by giving his own reasons. To the moderns he goes for their views on life—on economic problems, on social life, both of England and of sections of America. He said, "And I do not read just the he-authors, for a woman not only best understands a woman, but it takes a woman to size up a man." Through these authors he gets a glance at the present, and sometimes at the past, but the past through modern eyes.

Then there is another kind of reading, perhaps not as much for recreation, the kind that is not to be done between a light lunch and an early swim. Mr. Hagood called this "communing with the minds of the masters," going to the great writers of England, Italy, America for the problems that they saw and the prophecies they made.

Then, starting with Chaucer, Mr. Hagood mentioned writers to go to for their insight into human nature, for their recorded experiences, dreams, and attitudes of life. Chaucer gives all kinds of people; some we love and some we turn thumbs down on. In Shakespeare's characters we can find some of the things we find in ourselves; they are English people as they were, are, and will be. Spenser gives us what he saw, thought, and felt, not out of his experience, but out of some contact with the eternal. From Milton we get the most beautiful account of marital love in all literature. In discussing the writers, particularly those of the eighteenth century, Mr. Hagood delighted his audience with descriptions of their personal appearance and with anecdotes about their peculiarities.

Another category of literature dear to us all is the kind that may not be considered classic, but has been made so for the individual because it is attached to some experience of his own, clothed with some sentiment. Mr. Hagood cited James Whitcomb Riley's *An Old Sweetheart of Mine* as such a classic to him, and ended his talk by quoting several stanzas.

Following this, was the presentation of medals and the announcement of honors.

Mrs. Gordon Maddrey presented the Minnie Jackson Bowling medal, given in memory of Mrs. Bowling by her husband, Dr. Bowling of Durham, for the best essay written by a member of the Philaretian Society. Mrs. Maddrey recalled how eleven years ago a freshman, bold enough to enter this contest, she had seen somebody else get the medal. "The memory of that girlish frustration," said Mrs. Maddrey, "entitles me to an understanding of the joyful triumph of tonight's winner." The medal was presented to Miss Elizabeth Henley for her essay, "Whittier, the Man and the Poet."

Mr. Banks Arendall then presented the Carter-Upchurch medal, given by Mr. and Mrs. P. A. Carter in memory of their daughter, for the best essay written by a member of the Astrotekton Society. Mr. Arendall, in presenting the medal to Miss Mary Faye McMillan for her essay, entitled "The Nature Elements in Chinese Poetry," congratulated the winner on her inheritance from the Carter family of love for Meredith College and for Wake County.

Dr. Julia Harris made announcements of awards in the Department of English. The girls who were given recognition for independent reading were divided into two groups. In the first group were Misses Eleanor Edwards, Nina Gilbert, Elizabeth Henley, Annabell Hollowell, Jean Lightfoot, Frances Pittman, Anne Poteat, and Addie Belle Wilson. In the second group were Misses Haliburton Emory, Mirvine Garrett, Alice Goodman, Dorothy Horne, Virginia Reynolds, June Fay Sewell, Gaynelle Sorrell, and Evelyn Mills.

The prize for fulfilling most successfully the requirements for such reading was won by Miss Annabell Hollowell. The prize given annually in memory of Albert Stanburrough Cook of Yale University for the best bibliography in the class in American Literature was awarded to Miss Norma Rose.

Following this were the athletic awards. Mrs. Gertrude Royster Sorrell presented two trophies given by Mr. Wade Lewis of the Lewis Sporting Goods Company and by Mrs. Sorrell to the two girls who have been present at physical education classes for three years. Miss Margaret Blanchard and Miss Martha Messenger were awarded these trophies. Miss Martha Messenger presented the athletic trophy to Miss Katherine Liles, who had been unanimously selected as Meredith's ideal athlete. Miss Liles then presented a blazer, given by Miss Marion Warner, athletic coach, for the girl who had made an outstanding contribution to the life of the campus. Miss Pauline Perry was awarded this for her work in dramatics.

Miss Norma Rose, president of the Kappa Nu Sigma Honor Society, after explaining the purpose of the society, announced the following as new members: Misses Eleanor Edwards and Margaret Kra-

mer, admitted after the first semester; from the Senior Class, Misses Margaret Hines and Ida Leane Warren; from the incoming Senior Class, Misses Mary Cathren Walters, Ethel Knott, Alice Goodman, Katherine Shuford, and Ruby Barrett.

Miss Lucille Parker, president of the Silver Shield Society, gave an account of the organization last year and of the qualifications for membership, and announced that Misses Dorothy Dockery and Mary Chandler, who had been made associate members after the first semester, were now members. She then directed certain members to find in the audience those girls who had been newly elected. The following were indicated as such: Misses Ruth Abernethy, Ruby Barrett, Flora Kate Bethea, Sue Brewer, Annabell Hollowell, and Mary Fay McMillan.

The audience was then invited to the two society halls, where receptions were given for the members and the visitors of each literary society.

Commencement Sunday

College Auditorium

On Sunday morning the academic procession entered the chapel to the music of César Franck's *Grand Choeur,* played by Mr. Leslie P. Spelman, director of music. The invocation and the Scripture lesson by Dr. E. McNeill Poteat, Jr., pastor of the Pullen Memorial Baptist Church, Raleigh, were followed with prayer by the Rev. H. B. Hines, of Manteo, N. C. Vincent D'Indy's anthem, *Saint Mary Magdalene,* was sung with spiritual feeling by Miss Ragna Otterson and the choir. Dr. Poteat preached the baccalaureate sermon and pronounced the benediction.

The title of Dr. Poteat's sermon was "The Sovereignty of the Coming World," and the text was taken from Hebrews 2:5-9: "We do not as yet see all things subject to him . . . . but we do see Jesus." Declaring that every "culture lives within its dreams," the speaker quoted from Psalm 8:4-6, noting the rising crescendo of this magnificent egotism, in verses written about 1000 B. C., the golden age of Israel:

> How poor a creature is man, and yet thou dost remember him; and a son of man, and yet thou dost come to him.
> Thou hast made him a little lower than the angels;
> With glory and honor thou hast crowned him.
> And set him over the works of thy hands.
> Thou hast put everything in subjection under his feet!

But there came a time when that dream turned to bitterness in the hearts of men. "We *do not* see all things in subjection under his feet." Here was a little group of Jewish Christians in danger of apostacy through persecution. Tiberius, Caligula, Claudius, Nero, had been oppressors; finally Domitian tried to exterminate the Christians about the very time the epistle of the Hebrews was written. "Man the lord of the universe? No. Greed, cruelty, lust, empire are riding the back of humanity." Yet the dream persists, despite frustration, and hours of waking misery. Man will still dominate nature: conquers fire and time and the air. But would the ancient writer be any more satisfied today? "We wonder. For we are plagued now, by the very realization of our dreams." Fire can be poured from the skies to consume in torturing agony little children, women, and old men. Consider Ethiopia in the last two months. As for time, clocks now synchronize the actions of men, giving a basis for computing the value of a man's slavery. Airplanes, hailed at first as new bonds of neighborhood, have now caused the erection of anti-aircraft guns. We have wealth, vaster than that of any people in any age, and yet eighty percent of our people live on or below the mere subsistence level.

"Roger Babson . . . said last week in a commencement address in Arkansas that we would be in a war by 1950. He added: 'Avoid large cities . . . . acquire a home with a patch of land sufficient to support yourself.'"

After quoting Bertrand Russell's pessimistic views, the speaker continued: "If every culture lives within its dreams, we are about to die, for we dream of death. Well, what to do? Let's quit! . . . . A survey of Twenty-five American universities in *Fortune* concludes that flaming youth died somewhere during the depression years. The students of today represent 'a cautious, subdued, and unadventurous generation, unwilling to storm heaven itself, afraid to make a fool of itself, unable to dramatize its own predicament, a generation that will not stick its neck out.' You don't want to quit? Well, let's whine . . . . No, let's not! Let's do what the writer to the Hebrews suggested to his despairing age. 'We do not yet see all things under man's sovereign control' . . . . We have subdued nature, but not human nature. And until that is subdued, man is threatened by his own cleverness. What we do *not* see, however, is no sufficient impulse for living. 'What we *do* see,' says our text, 'is Jesus.' . . . . The fact is, indisputably, that Jesus lived a human life. . . . . He felt the pressure of moral, political and institutional tyranny. And yet in that milieu, He did not yield, nor weep, nor cry aloud in the street. He lived, rather, in a manner to make those who saw Him live call Him Master, then Lord, then Savior, then God! How did this come about? . . . . He counted not His life as dear unto Himself—for the *joy*—endured the cross, and despised the shame. For if there is one fundamental message in the New Testament it is that *suffering, and only suffering, is redemptive.* The Lamb, not the Lion, with the marks of having been slain from the foundation of the world, was alone worthy to open the book that contained the mystery of existence.

There is a subtle error that pervades, very often, such an occasion as this. We have completed our education, we glibly say, and life will therefore be much easier for us than for those who have not had the opportunities for such study. If we give place to this idea for long, or leave here thus uninstructed, it will not be long before we will whimper and quit. For we shall find out that no matter how securely we hold our academic credentials in our hands, all things are not yet in subjection under our feet. But *The Sovereignty of the Coming World* will be put into the hands of those who, when they feel like quitting because they see life in all its stark realism, remember to look at Jesus. . . . . We do not see all things under our feet. No; we see Jesus who dreamed of overcoming the world! Was it only a dream? *No,* for He had found the secret of victory. But it is always to be the dream of those who keep their eyes on Him, and cherish His final conquest."

Brave soldiers of the spirit, guard yet well
Mountain and fort and massive citadel;
But keep ye white forever, keep ye whole
The battlements of dream within your soul.
—TOWNE.

In the evening the organ prelude began with Arthur Honegger's *Choral* and was followed by Horatio Parker's *Risoluto.* The Rev. John Arch MacMillan, of Thomasville, gave the invocation, and the choir sang Honegger's anthem—*Thee Will I Love, O Lord.* Dr. Poteat read the Scripture lesson, and the Rev. J. E. Lanier, of Wallace, prayed. After the missionary sermon and the benediction by Dr. Poteat, Mr. Spelman played as postlude Parker's *Marcia Religioso.*

For the missionary sermon, Dr. Poteat chose as his text Ephesians 3:8-11, where Paul speaks of preaching "among the Gentiles the inexhaustible riches of Christ." The fact was brought out that even in the changing circumstances of our modern life, there is a new validation and a new pressure of the obligation of the missionary enterprise on every alert Christian heart. Back of the endeavor was a purpose: "The mystery which hath for ages been hid in God"; and this purpose was wise: "to make known through the church the manifold wisdom of God." The speaker said that physically today we are very close together; psychologically we are getting farther apart; we need to attach the word community to the word missionary. The real meaning of the first word is: "That which is firmly bound together in a fellowship for the benefit of all." The Christian movement cannot stop until it has succeeded in organizing the world into such a community. The preacher added impressively: "We cannot have community without some central, cohesive force. For us, that force is Christ. . . . . We cannot dismiss the idea of missions by sending missionaries on long journeys, to strange and isolated parts of the world. We have to think of ourselves as being community makers in the name of Christ."

"There is this final and encouraging word. Beyond question, the missionary movement has entered a new phase, as indeed it ought to. This year we have seen the amazing spectacle of a missionary coming from Japan to *us* in order to share with us his discovery of the Christian community in Japan. Learning how to live cooperatively, is what it is called. . . . . To bring the peoples of the world into a unity, firmly established, for the mutual benefit of all, so that moral, economic, social and political life will be made secure and beautiful, this is the Christian ideal, and the bond of our unity cannot be other than Jesus Christ.

"This makes us all missionaries."

The Art Exhibit

There was no "Senior Art Exhibit" this commencement, as diplomas in art have been discontinued. Art credit is now given towards the A. B. degree and the study may be taken as a major or minor subject.

An exhibition of the work done in the department, however, was given as usual in the parlors of the college, and showed the students' acquaintance with many forms of creative work: painting in all mediums, modeling, block-printing, posters, marionettes, masks, bookplates, designs for wallpaper, portfolios, outdoor studies and studies of fruits and flowers. The many life studies showed a trend toward portraiture. The portrait of Mrs. Harris by Miss Mary Stuart of Fayetteville, a sophomore, was worthy of the marked attention it received; and the work of Miss Harriet Rose deserves special mention. In her handling of the difficult mediums of water color, she showed unusual ability. A portrait bust by Miss Dorothy Horne gave promise of success in the field of sculpture.

The marionettes made by the Industrial Arts class were cleverly done, as were the marks, designs, and other work from the Art Education classes.

Those who had a major in art were Misses Annie May Banks and Alice Rubenstein of Raleigh, and Miss Mary E. Lawson of South Boston, Virginia. The two minors in art were Miss Elizabeth Rodwell of Warrenton, N. C., and Miss Helen Ruffin of Raleigh.

The Graduating Exercises

Upon eighty-five seniors Meredith College conferred degrees at the graduating exercises Monday morning, June 1. Long before the academic procession entered, the College Auditorium was crowded to overflowing with guests who came to watch the exercises and hear the speakers.

The procession of seniors, trustees, faculty, alumnæ, and members of the three lower classes came in to the strains of Wagner's *Tannhauser March* played on the organ by Mr. Leslie P. Spelman. After the hymn, *Come, Thou Almighty King,* Dr. I. M. Mercer offered the invocation, and Miss Ethel Rowland sang *The Salutation of the Dawn* by Frederick Stevenson.

The speaker of the day, Dr. Bernard C. Clausen, pastor of the First Baptist Church of Pittsburgh, Pennsylvania, was then presented by President Brewer, and was greeted by prolonged applause. Dr. Clausen spoke on "The Marks of a Christian."

How far away can you tell a Christian? By what marks are Christians known? I am not surprised when people are confused. We who claim to be Christians are not quite sure ourselves.

If we look straight at Jesus, our eyes seem blinded by too bright a light. For Him we have reserved all our superlatives, and they seem to lift Him outside the realm of our understanding.

If we look at the Christians round about us, our eyes are deceived by too dim a radiance. They look just like anybody else. There are no distinguishing marks.

But T. R. Glover, the great British student of religion, has suggested a better approach. He urges that we look across the centuries, at the early Christians who had seen Jesus, had heard Him speak, and were determined to take Him seriously. They were real Christians. And they had three sure marks of identification. They were absolutely fearless, absurdly happy, and always getting into trouble.

They had an inner courage which defied the world of circumstance; they had an inner joy which depended not at all upon things around them; and they had a spirit of gay defiance that made people resent and hate them.

There is need for these three traits within this class today. Suppose a wave of laughter could echo round this distraught world today! What worries me is the speed with which fine young people like this degenerate into paunchy bond-salesmen and hapless housewives more interested in wrinkles than in the threat of war, spending more for cosmetics than for causes, more concerned about styles than about social injustice.

Call the roll of the great Christians,—fearless, joyful, troublesome spirits. Add the names of this class to the great list, and strive to be worthy of your calling.

At the conclusion of his address, the audience clapped enthusiastically and long, and Dr. Clausen acknowledged their compliment with a bow.

Then followed the conferring of degrees and the awarding of diplomas. Six seniors received the degree of Bachelor of Science, and seventy-nine that of Bachelor of Arts.

President Charles E. Brewer addressed the new graduates, bidding them farewell as students and welcome as colleagues in life. He discussed the differences between college and their new life and pointed out the greater power and responsibility of choice which would now confront them. In order to use their new freedom wisely, he said, they must regard obligations and duties in making their choice, and must live by an ideal. They must avoid isolation at all costs, except the cost of truth and principle; they should find co-workers, with

whose coöperation they might multiply their power. Freedom, said President Brewer is enjoyed most happily by those who have enslaved themselves to an ideal, to their fellows, and to their daily task. "For he that would save his life shall lose it."

The white-robed choir sang Brahm's *Ave Maria,* accompanied by the organ. Then President Brewer presented Dr. Mercer, who spoke of the greatness and pricelessness of the Bible. The seniors each received a Bible from the hands of Dean Boomhour.

President Brewer expressed the happiness of the college in having its former president, Dr. R. T. Vann, in the audience. The *Alma Mater,* composed by Dr. Vann, was the final song. Dr. Clausen pronounced the benediction.

Honor Roll

First Honor

Ruth Ray Abernethy, Raleigh; Lisette Allgood, Roxboro; Alice Andrews, Raleigh; Margaret Andrews, Raleigh; Nellie A. Ball, Raleigh; Annie May Banks, Raleigh; Mary A. Banks, Washington, D. C.; Ruby M. Barrett, Laurinburg; Sadie Barbara Behrman, Greensboro; Flora Kate Bethea, Latta, S. C.; Nina Kincaid Binder, Mt. Airy; Carrie Bowers, Littleton; Mary Ann Brewer, Pittsboro, N. C.; Dorothy Dean Browne, Ahoskie; Margaret Bullard, Raleigh; Catherine Canady, Kinston; Esther Lucille Cates, Mebane; Mary Candys Chandler, Durham; Beth Gilbert Crabtree, Raleigh; Mildred Ann Critcher, Lexington; Elisabeth Davidson, Raleigh; Dorothy Dockery, Mt. Gilead; Miriam Pearl Early, Winston-Salem; Mildred Eaton, Charlotte; Eleanor Lane Edwards, Cary; Melba Clyde Gaskins, Spring Hope; Nina Elizabeth Gilbert, Benson; Alice Marion Goodman, Raleigh; Olive Hamrick, Raleigh; Adelaide Harris, Norwood; Margaret Hines, Manteo; Faith Hite, Elizabeth City, N. C.; Annabel Hollowell, Elizabeth City; Lillian Pope Howell, Enfield; Mary Elizabeth Jenkins, Anacostia, D. C.; Catherine Johnson, Winston-Salem; Elizabeth Johnson, Raleigh; Ethel Jones, Cary; Helen Jones, Selma; Betty Kickline, Raleigh; Ethel Knott, Oxford; Margaret Kramer, Elizabeth City; Rachel Leonard, Harbin, Manchuria, China; Katherine Liles, Goldsboro; Mary Martin, Lexington; Helen Melton, Hendersonville; Martha Messenger, Port Washington, N. Y.; Kathleen Midgett, Elizabeth City; Ruth Nowell, Raleigh; Lucille Parker, Marion; Edna Lee Pegram, Raleigh; Jessie Mae Perry, Wingate; Pauline Perry, Winston-Salem; Florence Pittman, Scotland Neck; Frances Pittman, Kinston; Alice Poe, Raleigh; Ann Poteat, Shanghai, China; Grace Porter, Rockingham; Nancy Powell, Winston-Salem; Helen Rivers, New Bern; Elizabeth Rodwell, Warrenton; Harriet Rose, Wadesboro; Norma Rose, Wadesboro; Katy Sams, Marshall; Zita Sawyer, Belcross; Mary Roselle Sears, Morrisville; Ruth Sears, Morrisville; Lucille Shearon, Bunn; Margaret Shepherd, Weldon; Katherine Shuford, Lexington; Susan Emma Sloan, Morganton; Kate Mills Suiter, Scotland Neck; Frances Tatum, Fayetteville; Annie Mae Taylor, Oxford; Katherine Walters, Hester; Dorothy Washburn, Shelby; Ida Leane Warren, Spring Hope; Mary Lee Watkins, Cary; Rachel Williams, Wingate; Mary Elizabeth York, Cary.

Second Honor

Nancy Chambers Allen, Wadesboro; Janie Mildred Allgood, Roxboro; Eleanor Andrews, Clayton; Carolyn Aydlett, Elizabeth City; Grace Betts, Raleigh; Margaret Blanchard, Rose Hill; Ann Bradsher, Roxboro; Sue Brewer, Wake Forest; Ina Mae Byrd, Erwin; Henrietta Castlebury, Raleigh; Novelle Cheek, Durham; Sadie Louise Clarke, Severn; Pauline Covington, Hoffman; Annie Elizabeth Coward, Goldsboro; Jessie Marshall Currin, Henderson; Norma Lee Dawson, Wilmington; Ida Fuller, Louisburg; Margaret Grayson, High Point; Madeline Hall, Woodsdale; Louise Helsabeck, King; Helen Hilliard, Scotland Neck; Laura Mae Hilliard, Cary; Dorothy Horne, Wilson; Margaret Knowles, Mt. Olive; Margaret Lewis, Raleigh; Mary Johnson McMillan, Thomasville; Katherine Martin, Raleigh; Helen Frances Parker, Woodland; Mildred Patterson, Elm City; Nancy Riddle, Raleigh; Isabel Ross, Nashville; June Faye Sewell, Dover, Fla.; Anna Sommerville, Raleigh; Mary Stewart, Fayetteville; Helen Sutton, Mt. Olive; Charlotte Wester, Henderson; Martha Williams, Marshville.

Points

No. of Classes per week	*Points for first honor*	*Points for second honor*
12	27	22
13	29	24
14	31	26
15	33	28
16	35	30
17	37	32
18	40	34

Grades

A gives 3 points per semester hour of credit
B gives 2 points per semester hour of credit
C gives 1 point per semester hour of credit
D gives 0 point per semester hour of credit
E gives —1 point per semester hour of credit
F gives —2 points per semester hour of credit